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JUNIOR COLLEGE JOURNAL

APRIL 1934
Vol. IV No. 7



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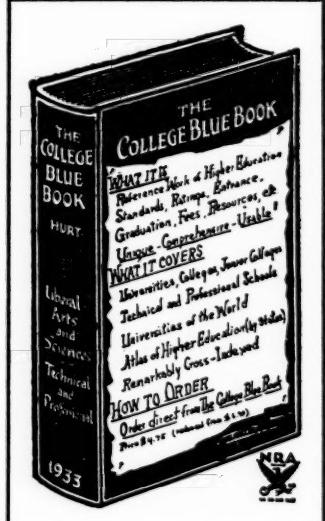
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THE JUNIOR COLLEGE JOURNAL

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Vol. IV

APRIL 1934

No. 7

Training in Social Intelligence: A Challenge

[EDITORIAL]

One of the last studies in which the late Henry Suzzallo was engaged had as a major objective the attempt to rationalize the educational system of his native state in such a way that its institutions of higher education might live together more successfully. Throughout the report of the Carnegie Foundation on State Higher Education in California there is evident the sound and far-seeing Suzzallo philosophy of public education. The common schools of the country must educate the people to greater and greater competency in performing the general social obligation of citizenship or membership in American civilization required of all men and women. "Failure of citizens," says this report, "to understand many of our current problems and their tragic inability to co-operate in the solution of them constitute one cause that has led to the breakdown in our current civilization."

Surveying then the expanding junior college movement in both state and nation, the report proposes a new curriculum for this institution, namely, that for "social intelligence" or social citizenship and expresses the belief that it should be the most important curriculum of the junior college, one devised to give the student about to

complete his general education "a unitary conception of our developing civilization."

Here is a challenge to the junior college from one of the leading educators of his time. But it would seem that almost as strong if less direct challenges are to be found in a wealth of contemporary literature. Is this not true of such worthy pieces of work as *Recent Social Trends*; or Adams' *The Epic of America*; or Beard's *Whither Mankind* and *America Faces the Future*; or Stuart Chase's *The Tragedy of Waste*; or Lippmann's *Interpretations*; or Roosevelt's *Looking Forward*; or Rugg's *The Great Technology*; or Mark Sullivan's *Our Times*; or Norman Thomas' *America's Way Out*; or, indeed, Beard and Smith's most recent work, *The Future Comes*.

Here possibly is a curriculum upon which, as in the case of semi-professional courses, the junior college may embark without dependence on direction from the universities. Not that most of the courses of present curricula are to be cast aside. The point of emphasis will be rather in the plan of taking certain of the established, i.e., the traditional, courses, adding to them a two-year sequence of courses dealing with the developments of con-

temporary life, and then assembling this program into a total pattern pointing to an appraisal of man at work in, and sensitive to, his social environment. The building up of such a curriculum of social intelligence can be made a very distinctive service of the junior college in the immediate years ahead, and the economic and psychological set of the country indicates a propitious time.

Already a number of junior colleges are at work on experimental sequences of courses that embody the objective of social intelligence, but it is safe to predict that much is yet to be done before completely satisfactory courses are developed. Enough has been done to justify with reasonable certainty the organization of these courses on the junior college level, from which the great majority of students step almost immediately into the active affairs of contemporary life and the responsibilities of citizenship. Until more accurate data are at hand experimentation will have to be of the trial and error sort as regards the selection of content for such courses. Content, however, ought primarily to concern itself with "a rather extensive survey and study of the major contemporary social, economic, and political problems which center largely about the structure and functioning of the social institutions."

Pertinent material surely would include the following: (a) man and his early mastery of material environment, necessitating the expansion of governmental organization; man's rivalries and conquests; his inventions for more conquest; his cultural acquisitions; and his slow emergence from wholly national

concepts to the beginnings of international points of view; (b) man as an individual, a personality; the nature *vs.* nurture controversy; the basic psychological facts of the individual; (c) man in relation to the family and the place of the family in modern industry; (d) the citizen and the state, the meaning of citizenship in a democracy, the improvement of government; (e) man's ethics in business, in politics, and in government service; his administration of the law and the courts of justice; the problem of crime and the breakdown of social control; (f) the school as an agent of society and the extension of educational opportunity, the place of the church as a social institution; (g) industrial organization of the future with its problems of unemployment, standards of living, and social insurance; (h) problems of the preservation of health and health insurance; (i) significance of the recent changes in the relations between the government and the financial institutions, the government and industrial corporations, and between the citizen and the government.

At any rate, the material should be so selected as to present a range of basic information in sufficient detail for the student to sense the flow of the main currents of civilization which have led up to the present social order and to be stimulated toward a rational integration of his own life with the same.

W. W. KEMP

There is every reason to expect widespread increase of the junior college.—RAY LYMAN WILBUR.

Attitude of the Four-Year Woman's College

HARRIETT M. ALLYN*

One of the essentially American contributions to the education of the world is that of the establishment of the traditional type of four-year woman's college as represented by such institutions as Bryn Mawr, Mills, Mount Holyoke, Smith, Vassar, Wellesley, and a number of others. This type of college, first established by Mary Lyon in 1837, has been in operation for nearly one hundred years. It has been copied in other countries as well, and has now a world-wide distribution, although the number of such colleges is small as compared with universities or with colleges for men. This type of college has won great prestige through the years and has come to be looked upon as a sort of tradition in America. It began as an exceedingly bold venture, frowned upon by many, scorned or doubted by the majority, sponsored by only the far-seeing and broad-minded minority. But as the years have passed, it has come to be considered the conservative college, both because of its stability and its age. As a matter of fact, however, the number of educational experiments which the women's colleges have tried and either discarded or incorporated is very great. Many of them are in reality among the most progressive of the institutions for higher education in the country. But these new changes

have been made smoothly and gradually, a few at a time. They have proceeded without disturbing the essential and fundamental policies of the colleges in question and so have caused no great stir in the world outside. That this is in general a good thing is without question, but that it also means that they are not among the most radical of the experimenting group is equally true.

In the meantime, since Mary Lyon's day, great numbers of universities have opened their ranks to permit women to enter, and there have not been lacking those who have felt that the woman's college was no longer necessary. But the colleges themselves were content to let such comment be disproved by the increasing numbers of young women who applied for admission and the ever-growing thousands counted among their alumnae. They had nothing to fear and much to gain from the newly assumed more liberal attitude of the universities toward women.

Latterly another great opportunity has been offered to the young women of the country. The junior college movement is unparalleled in the possibilities it offers to girls, because of the easy accessibility of many junior colleges to the students living in large centers of population, and because of the slight financial burden imposed by the public junior colleges. That this new form of educational institution

* Academic Dean, Mount Holyoke College, South Hadley, Massachusetts.

has come at an opportune time is evidenced by the thousands of students who have taken advantage of its offerings.

RIVALRY OR CO-OPERATION?

The question of the attitude which the four-year traditional woman's college shall take to this younger and very vigorous sister college has been raised by many people, not only within but without the colleges. On the surface of things, and looked at casually, it seems to many that there must of necessity be a rivalry between the two kinds of college. Is this true, or is it possible that just as in the case of the university which opened its doors to women, there may be co-operation and mutual service? These questions are vital and need to be examined. But whatever the answer the older woman's college is deeply interested in the junior college movement as a great educational experiment, and as showing a distinct trend in the thought of the people of America regarding the training of young people. It raises questions of policy and aim which are of paramount importance and which are decidedly the concern of every educator in the country.

In order to determine what should be the relationship of the junior college to the traditional woman's college, it is necessary to inquire into the aims and methods of both.

I find upon comparison that the aims are strikingly similar at many points and differ widely in other particulars. F. W. Thomas¹ in discussing the functions of the junior college selects four as of primary importance—the popularizing, preparatory, terminal, and guidance

functions. The junior college, according to W. C. Eells,² is fulfilling its aim along all these lines to a remarkable degree, making collegiate education democratic and popular, giving adequate preparation for further study of a higher grade, training in work of a semiprofessional and terminal nature, and so organizing its guidance program that a high degree of efficiency results.

WOMAN'S COLLEGE AIMS

In comparison with these aims and results what are those of the traditional woman's college? The popularizing function is not at present one of the primary goals of the older type of institution. Although the traditional woman's college has in the past labored mightily for this, it has now gone on to other aims as more important. This is largely because of the rather phenomenal success which the women's colleges have had in the matter of numbers and quality of applicants for admission. Their popularity has been so great that they have been obliged to turn away large numbers of students. They have, in fact, operated under the policy of admitting only the most fit, a philosophy not strictly in line with the ideal of some of the junior colleges, that of admission of all high-school graduates. The women's colleges have been able to make so careful a selection among the

¹ F. W. Thomas, "The Functions of the Junior College" in W. M. Proctor, *The Junior College; Its Organization and Administration* (Stanford University Press, Stanford University, 1927).

² W. C. Eells, *The Junior College* (Houghton Mifflin Co., Boston, 1931), chapters viii-xi.

applicants that the very great majority have gone through all four years and graduated in the same institution in which they began. Whether the presence of the junior college will make them more or less popular remains to be seen. Will the junior college accomplish its purpose of popularizing collegiate education only within its own limits, or will it also add to the number of those seeking education in the four-year type of college or university? Both results are conceivable.

The preparatory function is apparently very similar in both, the only difference being that in the junior college the aim is to prepare for further work elsewhere and in the four-year college the work of the first two years is to prepare for further work in the original institution. Which method of preparation is better I shall question later in this paper.

The terminal function of the junior college after one or two years of study is not shared by the four-year liberal arts college. By the plan of organization the four-year college makes no hard and fast line between the second and third years. Although it may differentiate the work of the upper and lower divisions to a considerable extent, there is no distinct break between the two. Neither does the liberal arts college train the student in terminal courses of a semiprofessional nature to any important degree. The liberal arts college has as one of its chief aims that of passing on to the student her rightful heritage of the general body of knowledge and wisdom of her race and people. Perhaps equally important is the purpose of training the student in

habits of thought. To think logically and clearly, to form or to withhold judgments, to weigh evidence, to work hard and actively with the mind—these are high objectives of the liberal arts college, and in accordance with "the older discipline" the college seeks these ends through courses of an academic rather than a vocational nature. Whether or not it is right is perhaps a debatable matter, but not one for discussion in the present paper.

Having striven toward these goals in the first two years of the course, the last two are devoted far more largely to specialization in some one or two subjects. In this type of study the student learns habits of penetration and thoroughness and develops greatly in maturity of mind. Not until two years have been spent in this sort of work is the college ready to speak of termination of the course for it believes that for the student capable of attaining to full maturity of mind, the first two years, valuable as they undoubtedly are, form only a foundation for a superstructure of even greater value. Here then, there is a distinct difference between the two types of colleges.

With regard to the guidance function there seems to be no difference in general aim. The only difference in method is in case the student goes to a junior college in her own community and therefore remains under the guidance of her own home. Otherwise the two are similar. The majority of the older women's colleges limit the number of their students and remain small as a matter of policy, thus differing greatly from the universities in the probability of establishing an adequate system of guidance. Further-

more, one of the chief aims of the traditional college is the development of personality and the training of cultured women. They therefore spend much time and effort upon the problem of guidance. Indeed they are sometimes accused by the universities of "spoon-feeding" their students, so concerned are they for the benefits to be derived from the personal contacts of the young with more mature and experienced minds.

These, then, are some of the aims of the four-year liberal arts college for women—selection of the most able girls for higher education, the offering of an academic course of study which shall furnish the general body of knowledge of the race, training in the best habits of thought and work, specialization along some one or more academic lines, and guidance in the development of personality and character.

POSSIBLE RELATIONSHIPS

The functions differ to some extent and yet in many ways are similar to those of the junior college. What therefore is to be their relationship and what the attitude of the older, traditional college? Dr. Eells³ speaks of three possible attitudes which may be assumed—fear and hostility, indifference, and encouragement. That each of these attitudes will be taken by some of the four-year colleges is certain, and which attitude it shall be will depend largely upon the geographical position of the college, its own expected security, its knowledge of the situation, and its flexibility in adapting to new conditions. Un-

doubtedly a certain number of the smaller and less secure of the colleges both for men and for women will feel a decided sense of rivalry and from such a feeling fear and hostility will arise. Naturally any institution which has a firm faith in itself and its purposes has also a strong desire to survive and succeed. Any agent which dangerously threatens its life and success is looked upon with apprehension and distrust. That a certain number of these four-year institutions will go to the wall in the struggle for existence seems probable, but that it will be due to the junior college is not a sure deduction. Since there is a possibility, however, that in some cases it may be so, it is to be expected that a certain amount of hostility will be felt and shown. Perhaps this hostility is not warranted, for it may be that a college too small or too ill-supported to stand in such a time is really not so well suited to serve the people as the junior college. From prehistoric times to the present, new institutions and new industries have superseded old ones and in many cases, although not in all, the change has made for progress.

For the large and firmly established college this reaction is far less likely. These colleges feel that they have little or nothing to fear and are not hostile. They are far more likely to be indifferent or to adopt a policy of suspended judgment. This feeling of indifference occurs in large measure in the colleges of the Atlantic Coast because of the very small number of junior colleges in that part of the country. Their relation to the educational scheme is one of great importance. They have a very considerable pres-

³ W. C. Eells, *op cit.*, chapter xxviii.

tige and they are perhaps a bit self-satisfied. Many of their faculty members are not conversant with the amazing growth of the junior colleges, nor have they studied them in any way. In fact they know extremely little about the whole movement. But this attitude can be only temporary. They will soon realize the importance of this educational change and will attempt to relate the four-year college to it in some significant manner.

Co-operation must undoubtedly be the final attitude and indeed is already that of the administration of most of the traditional four-year colleges with which I am acquainted. Much is to be gained by mutual interest and the attempt to serve each other, on the part both of the junior and the older colleges. The four-year college should look to the junior college to recruit its upper division. At the present time and under the régime of the present day, this is not a great necessity as the great majority of the students remain for four years and graduate. But there are always a certain number who do not do so and the graduates of the junior colleges should be expected to take a large share in filling out the numbers who drop out. Furthermore, in a number of four-year institutions the chief interest of the faculty is really in the upper division. They would therefore welcome a larger college in the last two years and would be distinctly pleased by the addition of a considerable number of well-qualified new students. Just here there is one of the great difficulties facing the four-year college. Many junior colleges are not really adequate to prepare students for entrance into the upper division of the best of the

women's colleges. The best junior colleges are perfectly able to do so, but the fact that a great many are not, and also the fact that some of the junior colleges are willing to recommend certain of their less able students for entrance into the upper years of the other colleges makes these latter distrustful of the product of the junior college in general.

There will probably be a further difficulty encountered in the transfer in some cases because certain of the junior colleges are experimental to such an extent that their curriculum does not resemble that of the lower division of the four-year college and does not fit into its general scheme of progressive advancement of learning. The students from such junior colleges will therefore find themselves unprepared to enter advanced classes based upon previous work which is used as prerequisite to these classes. Also some of the courses taken in these experimental colleges are of such nature that they seem to the traditional type of college rather like minor crafts or high-school activities than like "solid academic subjects" suitable for college students. But as the junior colleges develop further they may become more clearly differentiated among themselves as to type and standard so that the four-year college may select from among them such as give the sort of training in general which will make the transfer simple and the articulation easy. Or the junior college may differentiate within its courses such as will fulfill the various functions of which Dr. Thomas speaks and thus definitely arrange certain groups of courses to serve as preparatory to

further study. This is already done in many of the junior colleges, and these colleges are the ones which find transfer to the four-year college a smooth road and the welcome of the four-year college a warm one.

Not only should the four-year college welcome the graduate of the junior college in order to make larger its classes of the upper division, but also because the entrance of a group of new students at the beginning of the third year means an added stimulus to the students already enrolled and a fresh impetus to friendly competition. These students entering with a somewhat different background and point of view assist the college to attain to one of its aims, that of association with many types of persons, localities, and previous educational advantages; in other words with as many as possible of the ordinary variations to be encountered in the United States by the students after graduation.

ADVANTAGES FOR JUNIOR COLLEGES

On the other hand the four-year institution has much to give to the junior college. Through many successful years of experience it has evolved its educational policy and there is much of that experience which can be of value to the junior college. The fact that the two differ radically in many respects does not destroy the reality of the service which the four-year college can render to the younger one.

Further, since the majority of the junior colleges have as one of their avowed aims that of preparing students for the senior colleges, these colleges offer to them an opportunity for carrying on the edu-

cation of their students. The four-year college is naturally better suited to the needs of some girls than is the university. It offers many opportunities for the development of executive ability, initiative, power to work with others in extracurricular activities of all sorts; it gives much more conscious and planned guidance than the great majority of the universities. Its professors are selected not only for ability in research, nor primarily for that reason, but largely because of teaching ability and a certain wisdom in the education of girls and young women.

The larger of the four-year women's colleges offer the Master's degree as well as the Bachelor's degree. They thus are equipped to give to the junior college graduate the possibility of further study for three years in the upper division under the highly favorable conditions of the traditional college.

The junior colleges need the opportunities offered by the four-year colleges for further work for many of their students; they can gain much by the history of these institutions and by a comparison of their experiences in education. The four-year institutions need the junior colleges for the groups of students which they will receive from them; they can profit much by contact with the many experiments being tried in the newer institutions and they will undoubtedly be benefited by the fresh vigor which the movement instills into the educational life of the United States. The four-year colleges and the junior colleges should therefore co-operate to the mutual advantage of both in an attitude of friendly and cordial service.

Public Junior Colleges of Minnesota

R. D. CHADWICK *

In considering the location and distribution of the public junior colleges in Minnesota one is impressed by the fact that fundamental economic and social influences have operated to place five of the seven in one large county in the northeastern corner of the state, one in an adjoining county, and only one in another section of the state. These fundamental factors appear to have been the following: the distribution of population, the location of private and state colleges before the junior college era, the development of the natural resources of the northeastern section, and the resultant building of towns and cities at the head of navigation on Lake Superior and on the nearby iron ranges.

CENTERS OF POPULATION

The early population centers of Minnesota naturally developed in the southeastern section of the state. St. Paul grew up in the shadow of Fort Snelling, and Minneapolis was strategically located at St. Anthony's Falls on the Mississippi River, a site that gave both water power and river transportation facilities. In addition, the southeastern section of the state was on the northerly edge of the routes taken by immigrants as they surged westward into the unoccupied western lands. Many of these migrating families found the arable lands about the Twin Cities and

southerly therefrom desirable for farms and homesteads, and they became the permanent white settlers.

To the writer it has been instructive to divide Minnesota into four sections (see map): (1) by drawing

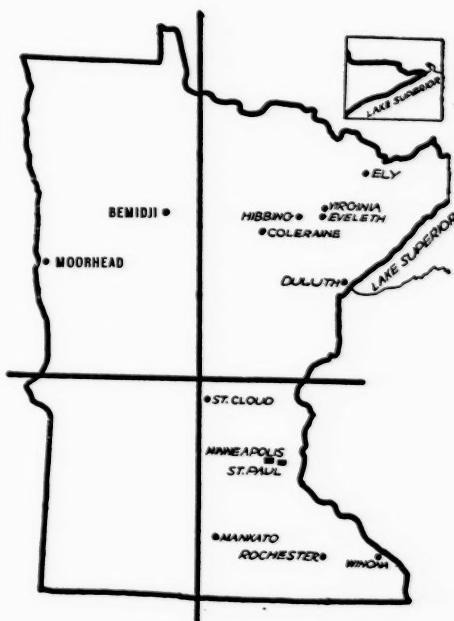


FIG. 1.—Map of Minnesota, showing location of institutions of higher learning.

a line perpendicular to the southern boundary approximately ten miles west of the ninety-fourth meridian, along the western boundaries of Koochiching and Itasca counties in the north, and Faribault County in the south; and (2) by drawing another line parallel to the southern boundary approximately fifteen miles south of the forty-sixth paral-

* Dean, Duluth Junior College, Duluth, Minnesota.

lel of latitude, along the northern boundaries of Stevens, Pope, Stearns, and Isanti counties. These lines intersect at a point fifteen miles north-northwest of St. Cloud. We find the following facts regarding the number of counties and the population of the four sections:

Section	Counties	Population
Southeastern	28	1,374,360
Southwestern	25	451,542
Northeastern	12	385,609
Northwestern	22	352,442
	—	
Total	87	2,563,953

The distribution of institutions of higher education within the four sections of Minnesota is as follows:

Section	Colleges and Uni-sites	Teach-ers' Col-leges	Junior Col-leges	Total
Southeastern ...	11	3	1	15
Southwestern ...	1	0	0	1
Northeastern ...	1	1	6	8
Northwestern ...	1	2	0	3
	—	—	—	—
Total	14	6	7	27

The *Legislative Manual of the State of Minnesota* says (1931, p. 168):

Twenty years after the establishment in Massachusetts of the first normal school in the United States, the Minnesota State Legislature at its first session in 1858 provided for three state normal schools "to educate and prepare teachers for teaching in the common schools." These were opened at Winona in 1860, Mankato in 1868, and St. Cloud in 1869. Later as population extended west and north, three more were provided at intervals and opened at Moorhead in 1888, Duluth in 1902, and Bemidji in 1919 . . . their title but not their function [was] changed in 1921 to State Teachers' Colleges.

The state teachers' colleges at St. Cloud and Mankato are only a few

miles east of the line that divides the southeastern from the southwestern sections. These institutions appear to be conveniently located for the largest number of people, and consequently for the largest number of students living in the central and southern parts of the state.

Between 1850 and 1890 the population settled largely in the southeastern section of the state, and it was during this half-century that most of the colleges and universities were established. Quite naturally the founders sought sites in the towns and cities that had a considerable population and wealth, and a hinterland that was well populated. At the present time six of the eleven colleges and universities are in the Twin Cities, and five are within or near the smaller cities of St. Peter, Northfield, and Winona.

JUNIOR COLLEGE LOCATIONS

Only one of the state teachers' colleges was located in the northeastern section of the state at Duluth. In 1912 the College of St. Scholastica of Duluth, under the administration of the Benedictine Sisters, was expanded from a preparatory school and began to offer college work. Gradually it has expanded to its present status as an accredited, four-year, liberal arts college for women. Until 1914, when junior college work was started at Cloquet (discontinued shortly thereafter), and in 1916 when the junior college was established at Hibbing, this large northeastern section had only two institutions of higher education, only one of which was offering college work, and that one was a denominational college

for women. The northeastern section of Minnesota was truly a virgin field for junior colleges. The section had several towns with a considerable tax valuation, the Iron Range towns, and Duluth, the third city of Minnesota in point of population.

It is advisable to describe in a few words "The Iron Ranges of Minnesota," in order to understand why we have junior colleges in five small cities, which, according to the census of 1930, range from 1,243 to 15,666. The cities with junior colleges are listed in Table I in geographical order: Coleraine is on the western portion of the Mesaba Range; proceeding eastward along the same range are Hibbing, Virginia, and Eveleth; Ely is still farther east on the Vermilion Range; Duluth is the iron ore shipping point at the "Head of the Lakes" fifty miles southerly from the nearest "range towns"; Rochester is in Olmstead County, 75 miles southeast of the Twin Cities.

TABLE I

POPULATION OF MINNESOTA CITIES AND TOWNS HAVING JUNIOR COLLEGES

City	1930	1920	1910
Coleraine	1,243*	1,300	1,613
Hibbing	15,666	15,089	8,832
Virginia	11,963	14,022	10,473
Eveleth	7,484	7,205	7,036
Ely	6,156	4,902	3,572
Duluth	101,463	98,917	78,466
Rochester	20,621	13,722	7,844
Total	164,596	155,157	117,836

* Coleraine has a smaller population than school enrollment due to the transportation of pupils from the surrounding country. See the Financial Ability Table.

The three ranges that come under the head of "The Iron Ranges of Minnesota" are known as the Mesabi Range, the Vermilion Range, and the Cuyuna Range. The first

iron ore discoveries were made in Cook County in 1850. The total shipments of iron ore from the earliest date to January 1, 1930, were 945,153,949 tons. The Mesabi Range has 227 mines which produced from beginning of operations to January 1, 1930, a total of 858,717,727 tons. Since 1890 and 1891, when important discoveries were made, the development of this range has been phenomenal. The range extends continuously from near Grand Rapids on the Mississippi River northeasterly for a distance of about 90 miles. Ore has been shipped from the Ely district since 1888, the total shipments to January 1, 1930, being 56,640,658 tons. Between 1911 and 1930, the 37 mines on the Cuyuna Range shipped 29,795,564 tons.¹

The cities and towns that have established junior colleges and continued them seemingly have had a tax valuation sufficient to provide adequate support for them. Table II shows the taxable valuation in 1932, and also the school enrollment in the same year, as reported in the *Minnesota Year Book, League of Minnesota Municipalities, 1933* (pp. 238-39):

TABLE II

FINANCIAL ABILITY OF JUNIOR COLLEGE CITIES AND TOWNS IN MINNESOTA, 1932

City	Taxable Valuation	School Enrollment	per Capita
Hibbing	\$99,215,084	6,807	\$4,504
Coleraine	14,245,330	2,075	2,829
Eveleth	14,437,158	2,830	1,731
Virginia	31,965,611	3,973	1,582
Ely	8,635,897	2,288	1,370
Duluth	67,721,591	21,532	667
Rochester	11,946,791	3,991	578

¹ B. E. LaLonde, Mining Engineer, *Duluth and the Minnesota Iron Ranges* (Duluth, Minnesota, 1930).

In answer to an inquiry, Assistant Dean R. R. Shumway, chairman, Senate Committee on the Relation of the University to Other Institutions of Learning, University of Minnesota, wrote on November 2, 1933, "I have looked up the records regarding the earliest junior colleges in the public schools of Minnesota and find that junior college work was started in Cloquet in 1914-15, in Faribault and Rochester in 1915-16, and in Hibbing and Jackson in 1916-17." It is interesting to note that the junior colleges that did not continue were in school districts that had a lower valuation than the seven districts that now support junior colleges, as summarized in Table III.

tion between required and elective courses. The principal reasons for this are: (1) the University has been an accrediting agency for all of the colleges, and the courses have been designed to cover the same ground and to offer the same training as the freshman and sophomore courses at the University, to the extent that they are offered in the junior colleges; (2) a large proportion of the students, who continue higher education, liberal arts or professional, enter the University of Minnesota; and (3) the College of Science, Literature, and Arts at the University has had two divisions, called the Junior College and the Senior College, and the local junior colleges have under-

TABLE III
FINANCIAL ABILITY OF MINNESOTA TOWNS IN WHICH JUNIOR COLLEGES
HAVE BEEN DISCONTINUED

Name	Year Started	Taxable Valuation 1932	School Enrollment 1932	Per Capita Valuation	Population 1930
Cloquet	1914	\$4,047,071	1,880	\$581	6,782
Faribault	1915	4,519,901	1,760	352	12,767
Jackson	1916	1,025,901	700	423	2,206

The cities or towns that discontinued junior college work were widely separated—Cloquet was in Carlton County in the northeastern section, a few miles from Duluth; Faribault was in Rice County in the southeastern section forty miles south of St. Paul; and Jackson was in the southwestern section, a few miles north of the Iowa-Minnesota state boundary line.

THE CURRICULA

The curricula of the Minnesota junior colleges are modeled very closely upon those of the University of Minnesota in content, names given to the curricula, and distinc-

taken to give the work required for entrance to the Senior College, or to the professional schools that require two years of pre-professional work. The fact that the lower division of the College of Science, Literature, and Arts was called "junior college" appeared to be an asset in giving the junior colleges prestige in their respective communities.

The basic curriculum of the colleges is designated by the name Science, Literature, and Arts. There are certain minimum requirements in the form of constants (required courses) to insure that the junior college years shall give both a broad

and a general education, and that a wide latitude in elective courses shall be offered. The students are encouraged to include in their choice of electives those courses that will meet the freshman and sophomore requirements of the field in which they wish to major when they enter the junior year of a college, or a professional school.

Again the influence of the University is evident in the organization of the pre-professional curricula of the junior colleges. As the Duluth bulletin for 1933-34 says:

The whole set-up encourages the student to decide as quickly as possible upon his vocational objective. The setting up of a goal in life seldom fails to stimulate the student to his best efforts: he usually feels that each day's work is leading toward his goal, and he acquires the mastery habit.

To give an idea of the extensive offering of pre-professional curricula, we list those offered at Hibbing: (1) agricultural business administration, (2) agricultural engineering, (3) agricultural science, (4) technical agricultural science, (5) Americanization training, (6) arts and architecture, (7) interior architecture, (8) pre-business, (9) engineering pre-business, (10) pre-dental, (11) pre-education, (12-18) engineering: aéronautic, agricultural, chemical, civil, electrical, mechanical, and pre-business (the immediate foregoing have the same courses in the freshman year, but differentiate in the sophomore year, although there is more similarity than difference in this year), (19) chemical engineering, (20) forestry, (21) home economics, (22) pre-journalism, (23) pre-legal, (24) library science, (25) pre-medical,

(26) medical technology, (27) music, (28) nursing, (29) pharmacy (one year), (30) physical education for men, (31) physical education for women, (32) social science and civics.

At Hibbing, as is true in the other junior colleges on the iron ranges and in Duluth, excellent equipment is provided for the engineering and other technical courses required in the pre-professional curricula. Hibbing offers the most extensive and varied list of pre-professional curricula of any of the Minnesota junior colleges.

At Rochester, the oldest of the existing Minnesota junior colleges, the following pre-professional curricula are offered: (1) agriculture, forestry, and home economics, (2) pre-business, (3) pre-dental, (4) pre-educational, (5) pre-engineering (with no differentiation in the sophomore year as at Hibbing, and at several other junior colleges), (6) pre-journalism, (7) pre-legal, (8) pre-medical, (9) pre-pharmacy (one year), (10) physical education, (11) medical secretarial education.

A more detailed analysis of the courses offered at Hibbing shows that the basic curriculum of this largest, although typical, Minnesota junior college is the liberal arts curriculum. In many cases the pre-professional curriculum may be exclusively, and usually is in large part, but a proper sequence of the liberal arts courses; of the total of 486 semester-hours offered at Hibbing, 371 are in liberal arts courses, 160 are in both pre-professional and liberal arts courses, and 115 are exclusively in pre-professional courses, i.e., courses that would not be given college credit toward a

Baccalaureate degree in many liberal arts colleges.

TERMINAL COURSES

Up to this point nothing has been said concerning terminal education. This is due to the fact that the Minnesota junior colleges are largely concerned with giving the curricula and courses desired by their constituents, namely, the first two years of work that will receive credit toward a degree at the University of Minnesota and other colleges. Until the need for terminal education becomes evident to the citizens in the various communities there will probably not be any marked attempt to secure it. The influence of the University has been in the direction of standard college courses. The local boards of education, under which the junior colleges operate, have not provided the funds nor have they encouraged much experimentation in the terminal field.

One of the interesting and outstanding terminal curricula, adapted to local needs, that has been initiated in Minnesota, is offered at Rochester. Here is a well-planned curriculum for medical secretaries.²

At Hibbing a one-year terminal commercial curriculum is offered "in response to a demand for a curriculum in commercial subjects for high-school graduates who do not want work leading to a Baccalaureate degree." The year's work includes the following courses: shorthand, typing, office training, business English, and correspondence.

² See R. W. Goddard, "Junior College Serves Community Needs," *Junior College Journal* (March 1934), IV, 308-11.

Eveleth has a two-year secretarial curriculum that gives courses that secure credit toward a degree.

The Duluth faculty has been studying the problem of terminal courses that will fit practically into a community of one hundred thousand inhabitants. One idea has been evolved that seems certain, namely, terminal curricula, and the courses that constitute them, must be carefully planned, well-organized, and provide for a need in the community. Another deduction is to the effect that the final goal of "finding jobs" for the students who complete them must be achievable, and not a chimera. The depression years have not aided in developing the education of young people for the semiprofessions, because professionally trained men and women are available in large numbers for positions on all levels of technical and economic endeavor. The junior college faculties of Minnesota, as in other states, are being confronted by social and economic facts that make some of the chanters of "terminal education" theme songs appear about as futile as Don Quixote.

ENROLLMENT AND FEES

The enrollment in the seven Minnesota junior colleges increased 131 per cent in the five-year period from 1927 to 1932. The enrollment was 938 in 1927-28, and reached 2,170 in 1931-32. The first two years were pre-depression years, and the latter three were depression years. Percentages of increase each succeeding year over 1927-28 are as follows:

1928-29.....	23.9 per cent
1929-30.....	35.4 per cent
1930-31.....	71.0 per cent
1931-32.....	131.3 per cent

During this period 61 per cent of the enrollment were men and 39 per cent were women. In only one of the junior colleges did the enrollment of women students exceed that for men and this was at Rochester, where 52 per cent were women.

At Duluth only 25 per cent were women—due very largely to the fact that a state teachers' college is in the same city which prior to 1933-34 had charged no tuition at all while the junior college charged \$250 in 1927-28, \$200 in the three succeeding years, and \$100 in 1931-32. Rochester has charged a tuition of \$100 annually except in the medical secretary curriculum, where it has been \$150. Until the current year the other junior colleges, except Itasca at Coleraine, have had no tuition fees for students residing within the district. This year (1933-34) the net cost to a nonresident student for the year is \$48 at Eveleth. At Hibbing all students pay a registration fee of \$5 each se-

are charged a tuition of \$5 a semester in lieu of the former Student Activity Fee, while all nonresident students are charged a tuition fee of \$20 a semester. The tightened financial conditions have led most of the districts to maintain tuition charges, or add them, with the exception of Itasca Junior College, where the process has been reversed in order to enable unemployed young people to attend the college. An anomalous condition has existed in Duluth, where more former and post-graduate students have been enrolled annually in the three senior high schools than in the junior college, largely due to (1) the high tuition at the junior college, (2) lack of entrance qualifications on the part of many, and (3) the desire for such courses as shorthand and typing.

INSTRUCTORS

Table IV gives information about the composition of the faculties in

TABLE IV
INSTRUCTORS IN MINNESOTA JUNIOR COLLEGES, 1931-32

	Total	Men	Women	Percentage Men	Junior College Only	Junior College and High School	Percentage Junior College Only
Rochester	16	8	8	50	9	7	56
Eveleth	19	14	5	74	14	5	74
Hibbing	32	17	15	53	17	15	53
Virginia	28	18	10	64	16	12	57
Itasca	21	13	8	62	3	18	14
Ely	9	5	4	56	3	6	33
Duluth	21	14	7	67	16	5	76
Total	146	89	57	61	78	68	53

mester, while the nonresident tuition fee is double this amount, and in addition substantial fees are charged for each laboratory course. At Virginia, the resident students

the Minnesota junior colleges. At Duluth 76 per cent teach only in the junior college, at Eveleth 74 per cent, while in the Itasca Junior College at Coleraine only 14 per cent

are exclusively junior college instructors. Men comprise 61 per cent of the teaching force.

The qualifications of the instructors approximate the standards set up by the North Central Association throughout the state, as five of the seven junior colleges are accredited by this association, and nearly all are members of the American Association of Junior Colleges.

UNIVERSITY GENERAL COLLEGE

The University of Minnesota opened the General College in September 1932, at first calling it "The

University Junior College." Its purposes and aspirations are described in *The Junior College Journal* for November 1932 and these bespeak the enthusiasm and vision with which the venture was entered upon. This college should provide the junior colleges of Minnesota, and of the country as well, with tested data upon both courses and curricula. The success with which this college provides terminal general education will be followed by all alert junior college teachers and administrators of the state. Already the announcements in the official

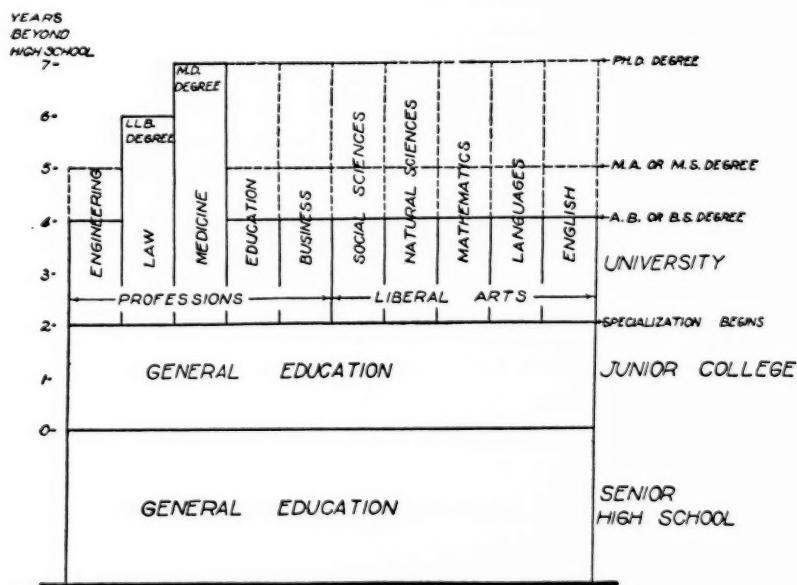


FIG. 2.—The place of the junior college in higher education.

The junior college completes general education and lays a broad foundation for later specialization. Whether a student goes to a four-year liberal arts college or to a university, specialization begins upon the completion of the sophomore year. In the liberal arts colleges the student selects his major in the fields of either the social sciences (including history, economics, etc.) or the natural sciences (including chemistry, physics, zoölogy, botany, psychology, etc.) or mathematics, or foreign languages, or English. In the university he may enter the college of liberal arts, or he may enter one of the professional schools—engineering, law, medicine, dentistry, mines, agriculture, forestry, home economics, education, business, etc. In each instance specialization begins with the third college year. The diagram shows the number of years beyond high school that are usually necessary to secure the academic and professional degrees.

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publications of the University indicate that the leaven that caused the belated inauguration of such an educational experiment upon the campus of a large state university is at work within the faculties of both the Junior College and the Senior College of the College of Science, Literature, and Arts. It seems inevitable that there will be better and more adequate provisions for the guidance of students, and more recognition of the need for instruction by experienced and highly qualified teachers in both the General College and in the Junior College. It would seem that to give freshman and sophomore students the "rawest" and most immature teachers on the campus is the most "raw" procedure that at least some of our large universities have perpetrated upon their students, and those who "foot the bills"—parents and taxpayers. The first- and second-year students need to have contact with competent and enthusiastic teachers.

The University has had a profound effect upon the development of the junior colleges in Minnesota and each administrator in the junior colleges of the state feels with appreciation the debt owed to the University for providing a liaison officer such as Assistant Dean R. R. Shumway, who might well be called the "patron saint" of the Minnesota junior colleges. With its new General College it is within the realm of probability that the University will give a new orientation to the junior colleges of the state, and provide a leadership in a field in which the need is felt to be great, namely, in the field of terminal, general education for living, for citizenship, and for culture.

Finally, the writer believes that the diagram of Figure 2 quite accurately defines the field at present occupied by the public junior colleges of Minnesota, as well as in other parts of the country. This diagram and the explanation beneath it are taken from the *Bulletin of the Duluth Junior College*, for 1933-34.

My conviction is that the university should enroll only those students who intend to complete the full four years of training and, therefore, that the junior college should be confined to the large body of high-school students who can give less than four years to their education. This policy would enable the junior college to meet a great educational need. It would leave the junior college free to develop, as it were, from below, meeting great popular needs and not hampered by university traditions and requirements.—DEAN WALTER T. MARVIN, Rutgers University.

With the improvements in efficiency of our industrial organization, industry and business will have less and less use for the services of young people during the years of immaturity. What are we going to do with these young people up to the age of twenty or twenty-one? We are not going to be content, I think, to let them roam the streets. We are not going to build up a great conscript army in which they spend their time. In the long run I believe we are going to find the solution only in an even more general prolongation of the period of education.—PRESIDENT CHASE, of New York University.

Indebtedness of Junior Colleges, 1932-33

HENRY G. BADGER*

Last summer the Office of Education instituted a study of the debt situation in institutions of higher education. Up to January 19, 1934, information had been received on 44 junior colleges, of which number 23 had debt in either 1932 or 1933. The other 21 were definitely reported free of indebtedness of any sort on both June 30, 1932, and June 30, 1933. The number of institutions which reported on their debt is hardly 10 per cent of the number of junior colleges listed in the "Junior College Directory"; the findings here given are therefore not to be regarded as conclusive, but rather as straws which indicate the direction of the wind.

Nearly half of the institutions were reported free of debt both years, the percentages being 48 free and 52 having debt at one or both of the dates for which data were collected. Of those in debt, 21 had some debt on June 30, 1932, one paid out and two contracted debt during the year, leaving 22 still in debt in 1933.

The colleges in debt were distributed as follows: Alabama, 1 public institution; Arizona, 1 private institution; Arkansas, 1 public; California, 4 public; Georgia, 1 private and 1 public; Iowa, Maryland, Michigan, Missouri, New York, North Carolina, South Carolina, Tennessee, Virginia, and Washington, 1 private institution each; South Dakota and Texas, 2 private institu-

tions each; making a total of 7 public and 16 private junior colleges.

The total indebtedness of all sorts was as follows:

Institutions	1932	1933	Percentage Increase
Public (7) ...	\$1,539,364	\$1,651,000	7.3
Private (16) ...	1,388,125	1,435,506	3.4
All (23) ...	\$2,927,489	\$3,086,506	5.4

In 1931-32 the seven public institutions enrolled 5,124 collegiate and 274 subcollegiate, or a total of 5,398 students; corresponding figures for the sixteen private institutions were 2,130 collegiate and 517 subcollegiate, or a total of 2,647 students. A grand total of 8,045 students were enrolled, over 90 per cent being of college grade.

Using the total enrollment as a measure, we find that the public junior colleges had a debt of \$285 per student, as compared with \$524 in the private ones, and an average of \$364 for all the twenty-three institutions reporting.

In the individual institutions, the 1932 debt per student enrolled ranged from nothing in one public and one private junior college to \$615 in one public institution and \$811 in one under private control. Two public and three private institutions reported a debt of less than \$100 per student; two public and five private ones had debt amounting to more than \$500 per student. If interest is paid at 4 per cent on this indebtedness, it is obvious that in some colleges a fair share of the tuition charge or other receipts is of

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necessity diverted from instructional work.

The two junior colleges whose total enrollment was 1,000 or more each in 1931-32 reduced their indebtedness by 3.3 per cent during the succeeding year; this same percentage of decrease was reported by the two whose enrollment was less than 100 each. A decrease amounting to 2.9 per cent in indebtedness was reported for the six colleges whose enrollment ranged from 200 to 299. Increases in indebtedness were reported by other groups, as follows: 9 institutions enrolling from 100 to 199 students, 14.1 per cent; one institution enrolling between 300 and 399 students, 18.2 per cent; and the three enrolling 500 or more but less than 1,000 students, 20.5 per cent. No institution of from 400 to 499 students reported indebtedness.

The colleges which increased their indebtedness did so at a rapid rate, the increase for the group of seven being 69.3 per cent. Fifteen made a reduction amounting to 4.3 per cent. One made no change in its debt, which amounted to a little more than twice its annual budget and was just over \$666 per student in 1931-32.

It appears that the debt increased most rapidly in the North Central and South Central states (Alabama, Arkansas, Iowa, Michigan, Missouri, South Dakota, Tennessee, and Texas) and decreased most rapidly in the South Atlantic section (Georgia, Maryland, the Carolinas, and Virginia). The Western group (Arizona, California, and Washington) made the least change: a net reduction of 2.3 per cent.

Fourteen institutions reported

their estimated income for educational, general, and capital purposes for 1932-33 and 1933-34. Three expected to increase their income by an average of 88.2 per cent, but increased their indebtedness by 166.3 per cent from June 1932 to June 1933. Nine schools expected a decrease in income amounting to 7.3 per cent, and cut their debt by 4.9 per cent. The remaining two colleges which expected their income to remain stationary increased their debt by 4.8 per cent in 1932-33. In the institutions increasing their income, the total debt at the beginning of each year was roughly one-half to three-fourths of the estimated income for that year; in those whose budgets increased, the debt each year was approximately 80 per cent greater than the estimated income for the succeeding year; and in those whose budgets remained stationary, the debt was fairly constant at nearly three times the annual budget.

Value of physical plant was reported as of June 30, 1932, by twenty-two junior colleges. This amounted to \$5,439,892, or 215.7 per cent of their 1932 indebtedness. Reversing the ratio, we find that for every \$100 invested in buildings, grounds, and equipment, these institutions had a debt of \$46.35. Endowments totaling \$934,282 were reported by ten institutions, whose debt amounted to \$1,059,326, or \$125,044 more than their endowment.

Five institutions reported plant valued at \$500,000 or more; these institutions decreased their indebtedness by 3.6 per cent. Three institutions occupied plants valued at \$400,000 to \$499,999; they added

38.1 per cent to their indebtedness in 1932-33. An increase of 9.5 per cent in indebtedness was made by the single college whose plant was valued at between \$300,000 and \$399,999. The eight institutions whose plants were valued at from \$200,000 to \$299,999 reported an increase of 13.9 per cent in their indebtedness during the year. A decrease of 8.3 per cent in indebtedness was reported by the four whose plants were valued at from \$100,000 to \$199,999. The two smallest institutions whose plants were valued at less than \$100,000 each cut their indebtedness by 49.5 per cent during the year. One school did not report the value of its plant. The net increase in indebtedness for the other twenty-two was 7.1 per cent.

To sum up as far as generalizations may be made from only 10 per cent of the junior colleges of the country:

1. There is an apparent tendency for junior colleges to increase their indebtedness, this tendency being more noticeable among public institutions than among private ones.

2. Public institutions are apparently larger in terms of number of students enrolled and have more total debt, but less debt per student than those under private management.

3. The institutions with the most and the fewest students seem to be reducing their indebtedness; the tendency is irregular among those of medium size.

4. The Great Lakes and Mississippi Valley section is still increasing its debt; the South Atlantic section is slowly paying out; the West is also paying out, but more slowly than the South.

5. Debt seems to increase faster and decrease more slowly than budgeted income.

6. The junior colleges having the largest and the smallest plants are reducing their indebtedness; those with plants of medium size are increasing their indebtedness.

The independent four-year college certainly faces the prospect of formal change. Fifty years ago it stood unrivaled in the field of higher education, and seemed, as a form, to be well-nigh eternal. Today the four-year college is overshadowed by the university, and in its reduced prestige is challenged by the swiftly growing junior college.—PRESIDENT E. H. WILKINS, Oberlin College.

The junior college has passed through babyhood when no doubt it prattled entirely too much about its own importance. Now it is in its adolescent stage, an even less attractive age than babyhood, that most treacherous and uncertain stage when most anything is likely to happen, the stage of its greatest need for wise guidance.—PRESIDENT H. G. NOFFSINGER, Virginia Intermont College, before Association of Virginia Colleges.

Strangely enough quite a number of new colleges are being organized throughout the country to make easier the absorption of new students into educational programs. Some of these are detached colleges but others are affiliated with state school systems. Undoubtedly also the emergency is greatly stimulating the junior college.—R. L. KELLY, in *School and Society*.

Trends in Junior College Orientation Courses

MARGARET E. BENNETT *

In May 1933 a questionnaire was sent to fifty of the larger public junior colleges in the United States to ascertain the present organization and content of orientation courses in these institutions, the nature of the relationship, if any, between such courses and the counseling set-up, and what evaluations of the outcomes of orientation courses had been attempted. Replies have been received from thirty-three institutions¹ and summaries of some of the information given are presented here.

The approximate enrollment, 1932-33, of the junior colleges replying was as follows:

	With Orientation Course	Without Orientation Course
Under 500	6	7
500-999	9	3
1,000-1,499	1	1
1,500-1,999	2	0
2,000-2,499	1	0
2,500-2,999	1	0
3,000-3,499	0	0
3,500-3,999	1	0
Over 4,000	0	1
Total	21	12

It will be noted that the median enrollment of schools offering orientation courses is somewhat larger than the median enrollment of those having no orientation course, and that with one exception the institutions with an enrollment of 1,500 or over have an orientation course.

The number of advisory officers in the institutions reporting was as follows:

	Junior Colleges with Orientation Course	Junior Colleges without Orientation Course
<i>Advisory officers:</i>		
Personnel or guidance officer ...	7	0
Dean of men....	16	7
Dean of women..	15	11
Counselors	8*	1†
Faculty advisers‡	12	9
<i>Other officers listed as having advisory functions:</i>		
President, director, or dean...	6	5
Director of Research	0	1
Registrar or dean of records	2	2
Placement officer.	2	1

* Two schools reported having two counselors each; the other six reported having 1, 3, 4, 5, 6, and 14 counselors, respectively.

† This school reported having 3 counselors.

‡ The schools with orientation reported 5, 8, 12, 14, 16, 18, 20, 36, and 60 faculty advisers, respectively; the schools without orientation reported 4 (2 schools), 8, 10, 15, 25, 40, and 169 faculty advisers.

With the marked trend in junior colleges indicated in a previous sur-

* Director of Guidance, Pasadena City Schools, Pasadena, California.

† Junior colleges replying: Bakersfield Junior College, California; Bay City Junior College, Michigan; Chaffey Junior College, Ontario, California; Compton Junior College, California; Copiah-Lincoln Junior College, Wesson, Mississippi; Duluth Junior College, Minnesota; Fresno State Teachers College, California; Glendale Junior College, California; Hibbing Junior College, Minnesota; Highland Park Junior College, Michigan; Houston Junior College, Texas; Hutchinson Junior College, Kansas; LaSalle-Peru-Oglesby Junior College, Illinois; Long Beach Junior College, California; Los Angeles Junior College, California; Lyons Township

vey² toward the group guidance type of orientation course, it is interesting to note that none of the institutions reporting no orientation has a personnel or guidance officer designated as such, and only one of this group has counselors on its staff.

The titles given to the orientation course may be summarized as follows:

	Number of Institutions
Orientation	12
Psychology of study (in addition to orientation)	1
Occupational orientation	1
Personality	1
Personal hygiene	1
Physical hygiene	1
Citizenship	1
English	1
Word study	1

The year in which the course was inaugurated and the number of institutions reporting such inauguration each year is: 1924, 1; 1925, 2; 1926, 2; 1927, 3; 1928, 2; 1929, 2; 1930, 5; 1932, 2.

Junior College, La Grange, Illinois; Marin Junior College, Kentfield, California; Modesto Junior College, California; Morton Junior College, Cicero, Illinois; Ouachita Parish Junior College, Monroe, Louisiana; Pasadena Junior College, California; Phoenix Junior College, Arizona; Port Huron Junior College, Michigan; Riverside Junior College, California; Sacramento Junior College, California; San Bernardino Valley Junior College, California; San Jose Junior College, California; San Mateo Junior College, California; Santa Ana Junior College, California; Santa Maria Junior College, California; Santa Rosa Junior College, California; Taft Junior College, California.

² John W. Harbeson, "A Survey of Orientation Courses Given at Public Junior Colleges," *Sixth Yearbook, Department of Superintendence*, 1928, pp. 256-65.

³ These figures are based upon an estimate of eighteen weeks to a semester and twelve weeks to a quarter.

The hours per week devoted to orientation and amount of credit allowed may be summarized as follows:

Hours per week.—Seventeen institutions report a semester course, with one hour per week in six cases, two hours per week in ten, and five hours per week in one institution. One hour per week for six weeks, two hours per week for ten weeks, and one hour per week for three quarters are reported in the three remaining institutions. In total number of hours devoted to orientation, the range is from six to ninety hours, and the average number of hours is 31.5 which is nearly equivalent to an average of two hours per week for one semester.³

Amount of credit allowed (numbers in parentheses indicate number of schools).—No credit (1), $\frac{1}{2}$ unit (2), 1 unit (6), 2 units (7), 3 units (1), 4 units (1). The average is 1.6 semester-units.

Nine colleges report that no text is used and one of these institutions requires no reading in the course which comprises lectures with class participation. Eight colleges use one text, two use two texts, and one uses three texts. Most of the institutions reporting use fairly extensive lists of collateral reading relating to college life, methods of study, fields of knowledge, vocations, and personal problems of adjustment. In three institutions many of the references listed deal with problems of citizenship or contemporary thought and culture.

Following is a list of the major topics or problems dealt with in orientation courses. (Numbers in parentheses indicate the number of institutions which listed each topic.)

The college (10)—general objectives of education (3); college objectives and ideals (3); history of college education (1); the junior college (3); difference between high school and junior college (2).

Adjustment to college life (6)—getting acquainted and making friends (4); extracurricular activities (3); student organizations and fraternities (2); relationships with faculty (1).

Adjustment to college study (14)—budgeting time (3); effective study methods or habits (10); the psychology of learning (2); hygiene of study (2); notetaking (5); concentration (2); memorizing (3); efficiency in reading (6); scientific, experimental, or reflective thinking (6); discovering truth (2); types of study in different fields of knowledge (3); individual difficulties in study (2); tests or examinations (5); recitation (2); use of the library (7); preparation of papers and theses (2).

Curricular guidance (10)—information about courses available (3); outline or survey of fields of knowledge (2); planning programs (3); requirements of colleges (3); scholarship (2); scholarships (1).

Vocational guidance (10)—study of occupations (4); lectures by representatives of different professions (2); vocational choices and planning (4); occupational orientation (1).

Personal guidance (9)—self-analysis (4); development of personality (2); mental hygiene (2); physical or personal hygiene (1);

recreation and leisure (2); etiquette (3); home ownership (1); marriage (1); art of living (2); philosophy of life (2).

Citizenship (6)—American citizenship (2); social problems (2); institutions of control (1); peace (1).

Miscellaneous (3)—art, literature, and music (1); psychology (1); "word study" (1).

The following combinations of methods of instruction were reported (numbers in parentheses after each indicate the number of institutions reporting each): lectures, discussion, and text and reference reading (8); lectures, discussion and reference reading (5); class discussion, and text and reference reading (3); lectures, text and reference reading (2); lectures and reference reading (1); lectures and class discussion (1).

The following officers were listed as instructors the number of times indicated in parentheses after each: president (1); principal (1); dean of college or faculty (4); vice-principal (1); dean of men (5); dean of women (5); assistant dean of women (1); vocational counselor and director for system (1); counselors (2); director of orientation (2); chairman of social science department (1); heads of departments for lectures (1); psychologist (1); associate professor of education (1); instructors (4): one a home economics instructor and three English instructors.

The replies to the question, "Does individual counseling tie up with the orientation activities?" were: "Yes," 12; "Somewhat," 3; "No," 3.

The methods listed by which

these two sets of activities are related are: through deans; through counselors (2); instructors of orientation are advisers or counselors (2); through conferences (2); through meetings of orientation instructors and counselors; through meetings of students with counselors (2); outlines of orientation given to counselors; through explanation of counseling in orientation; through explanation of credits, requirements, courses of study, etc.; through questions involving educational and vocational guidance. One reply states that the lack of tie-up between counseling and orientation is a weakness in that system.

Replies to the question, "Does the testing program tie up with orientation activities?" were: "Yes," 12; "Somewhat," 2; "Incidentally," 1; "No," 3.

The methods listed by which this tie-up is achieved are: through dean and faculty advisers; testing conducted and results interpreted in orientation class (7); results of tests used in counseling (4); sections segregated according to aptitudes.

In answer to the question, "Is orientation required or elective?" sixteen institutions stated that it was required, four that it was elective. The replies state that orientation is required for all freshmen in seven institutions; for all entering students in three institutions; for all regular students in three institutions; for all students with less than forty-five quarter units in one institution; for all except a few superior students in one institution.

One college reports that the psychology of study is required for all provisional students and orientation is elective for all. Another

college has required orientation courses for business students and for engineers in addition to freshmen lectures for all.

The replies to the question, "In what year should an orientation course be given preferably?" ranged as follows: in eleventh year, 6; in twelfth year, 5; in thirteenth year, 9; as early as possible — begin in high school and continue in college, 1.

Answers to the question, "Have you attempted to evaluate the outcomes of your orientation activities objectively?" were: "Yes," 7; "No," 11.

When the question was asked, "What evidence have you as to the values derived by students from orientation activities?" favorable testimony of students was cited in six replies, and improved work or diminished percentage of failures in four replies.⁴ Better knowledge of how to use the library and marked increase of interest in problems studied were cited once each. One reply stated that 75 per cent of the students had stated on a questionnaire that they had received practical help in study, budgeting time, use of the library, etc., and that the other 25 per cent objected to the required course because it was given at noon.

The lack of objective measurements of the outcomes of orientation courses is apparent from these replies. An attempt at such measurement is being made this year at the Pasadena Junior College with the leadership and co-operation of members of the staff of the School of Education at Stanford University.

⁴ One reply states that this improvement may be due to other factors.

Trends in Junior College Orientation Courses

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sity. A battery of tests covering the materials of the course has been prepared and was given at the beginning of the first semester to all entering eleventh- and thirteenth-year students who would normally be enrolled in orientation. A control group of 100 students at each of the two grade levels has been excused from enrolling in the course and these groups will be tested again at the end of the semester together with those who have taken the course. It is hoped that the comparison of the results for the control and orientation groups will serve as a basis for effective evaluation of various aspects of the work and point the way to any desirable changes in the program. Several similar studies have been made in past years and have been utilized in building up the present program, but none has been as thorough-going as the current study. In a field as relatively new as orientation there should undoubtedly be widespread measurement of this sort, the results of which could be available to other colleges which are developing orientation programs.

The trends in orientation as indicated in replies may be summarized as follows: Sixty-two and one-half per cent of the colleges from which replies were received for this study are offering orientation courses as compared to 36 per cent of those replying to a similar questionnaire sent out by Dr. John W. Harbeson, of the Pasadena Junior College, in 1927. The figures are not directly comparable since Dr. Harbeson's questionnaire was sent to all public junior colleges in the United States while the one reported here was sent to only fifty of the larger jun-

ior colleges. The fact that eleven or 55 per cent of the colleges contributing information regarding their orientation courses for this survey have inaugurated these courses since the 1927 survey, considered in connection with the differences in percentages quoted above, would make it seem safe to conclude that orientation courses are continuing to grow in number as noted in the study by Fitts and Swift published in 1928.⁵

The tendency toward the group guidance type of orientation in junior colleges evidenced in Dr. Harbeson's 1927 survey appears to be continuing with increasing emphasis in this direction. The study of our social heritage and of modern problems of human relations which twenty junior college deans favored including in orientation courses in 1927 is listed as a topic in only six of the 1933 replies, and appears to receive major emphasis in only one course. The orientation course is more often utilized to inform students where in the curriculum these problems, together with others, may be studied, and the value of such study; also to help the student to solve some of his problems of life adjustment rather than to study about group problems of adjustment. This trend toward group guidance would seem to be differentiating orientation from other fields of study in the curriculum, and affording opportunity for significant student experiences not duplicated in other courses except in incidental ways.

⁵ Charles Tabor Fitts and Fletcher Harper Swift, *The Construction of Orientation Courses for College Freshmen*, University of California Press, Berkeley, California, 1928.

Stephens College Library Experiment

B. LAMAR JOHNSON*

The 1932-33 school year at Stephens College marked the opening of a five-year experimental library program, the purposes of which may be stated as follows: (1) to lead students to love books and to engage in reading for pleasure; (2) to teach students how to use books effectively; and (3) to make the library the center of the instructional program.

The library program is strictly experimental. Objectives have been set up; and plans have been made for achieving these objectives. There is no assurance, however, that the procedures tentatively planned are those which will best achieve the aims. Where experience proves that the methods used do not contribute to the accomplishment of the aims, such methods will be discarded or modified.

The entire administration of the college has been reorganized in such a way as to further the library program. The librarian is also dean of instruction. He is chairman of the committee on instruction, which consists of the heads of the five divisions¹ (humanities, science, social science, skills and techniques, and extracurricular), the dean of administration, and the dean of instruction. At its weekly meetings the committee discusses the curric-

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¹ In 1927 Stephens College discarded the departmental organization in favor of a divisional organization.

ular and instructional problems of the college together with means of attacking these problems. The heads of the divisions are in a position to know the instructional problems in their respective divisions and to take steps for their solution. Conferences and meetings with the heads of divisions assist the librarian in becoming intimately acquainted with the instruction of the college. His contacts with instruction are not, however, limited to those which are his by virtue of his work with the division heads. He regularly visits classes and confers with teachers regarding instructional problems.

The dean of instruction, being concerned with the improvement of instruction, and being head of the library staff, is in a position to effect closer contacts between teachers and library facilities; it is his duty to make teachers conscious of what the library has that will be of value for class use.

Throughout the program emphasis is being placed upon teacher-library co-operation. A major responsibility for the success of the experiment lies in the hands of faculty members. Only through instruction given by faculty members can students be taught to make effective use of books; only with the active assistance of an interested faculty can an effective program for guiding recreational reading be carried on; only through the co-operation of teachers can the library be-

come the center of the instructional program of the college. In other words, the library program is an all-college project which demands the attention of every faculty member.

INSTRUCTION IN USE OF BOOKS

The student who wishes to use books effectively must be acquainted with certain mechanical features of books, such as the index, the table of contents, the preface, footnotes, and bibliographies. He must likewise know how to use basic library tools, the card catalogue, the *Readers' Guide*, encyclopedias, and a number of equally important reference books. Writers on the subject often go this far and no further. Instruction in the use of books, as it is conceived at Stephens College, however, includes two additional fields, namely, instruction in how to study and instruction in silent reading.

At Stephens College instruction in the use of books is an integral part of regular class work; such instruction is not presented as an end in itself, but rather as a means of assisting the student to solve problems connected with regular class work. Instead of telling the student that she will study the *Readers' Guide*, the card catalogue, or encyclopedia as such, the teacher makes a regular assignment, perhaps the preparation of a bibliography, and discusses with the students the value of these library tools in preparing the specific assignment. In order that all students may receive instruction in the use of books early in their work, teachers of introductory English and social studies courses give their students experi-

ence with basic library tools and with the mechanical features of books during the first twelve weeks of the school year.

A second type of instruction is instruction in how to study. Teaching students how to study and how to read presents varied problems in different courses. The problem of studying chemistry, for example, is quite different from that of preparing a literature assignment. The problem must, therefore, be approached by the individual teacher who works with his students in developing study habits best suited to their needs. Group discussions, individual conferences, and faculty meetings are utilized in exchanging and developing ideas regarding procedures.

In any program of this sort, no matter how effective it may be, there are some students who need special attention. Under the direction of the librarian and a professor of psychology groups of such students are organized each semester for the purpose of receiving remedial instruction in silent reading. Students are selected for these groups (1) on the basis of scores in reading tests which are given to all students and (2) on the basis of teachers' suggestions. Instruction in these groups stresses speed and comprehension in reading; opportunity is also given for the consideration of specific study problems which the students may have.

RECREATIONAL READING

The most important step in the field of recreational reading at Stephens College has consisted of the development of dormitory libraries.

In each of the college's six dormitories has been placed a collection of books for the recreational reading of the students. Previous to ordering books for these libraries, every student in the College was invited to suggest (1) books which she had read and would like to recommend to others, and (2) books which she would like to read if they were available. The books for dormitories were largely ordered upon the basis of these suggestions and of similar suggestions which have been received since the opening of the libraries in March 1933.

Student librarians are on duty in dormitory libraries each evening and for selected afternoon hours. In two dormitories the libraries are open twenty-four hours a day, and students are permitted to borrow books at any time, regardless of whether or not a librarian is present. No fines are charged in dormitory libraries, nor is any specific period of time set as a limit for which books may be kept.

In the parlor of each dormitory are ten magazines and four daily newspapers. In each hall are the *New York Times*, the *Kansas City Star*, *Time*, *Good Housekeeping*, *Readers' Digest*, *Ladies Home Journal*, and *Woman's Home Companion*. The following magazines are placed in one or more dormitories: *Asia*, *Travel*, *Fortune*, *L'Illustration*, *Illustrated London News*, *Harpers Bazaar*, *Vanity Fair*, *Country Life*, *Forum*, *Atlantic Monthly*, *Scribners*, *Harpers*, *New Republic*, *Nation*, and *House Beautiful*.

Included in dormitory libraries are books covering a wide range of subject-matter: fiction, drama, poetry, essays, humor, biography, travel, science, history, art, religion,

etc. An indication of the type of books which are most popular is the following list of books which were most frequently borrowed during the three months (March, April, and May) of the 1932-33 school year for which the libraries were open:

Author	Title	Times Borrowed
Buck	<i>The Good Earth</i>	33
Aldrich	<i>A White Bird Flying</i>	26
Post	<i>Etiquette</i>	22
Shakespeare	<i>The Works of William Shakespeare</i>	21
Aldrich	<i>A Lantern in Her Hand</i>	18
Galsworthy	<i>Flowering Wilderness</i>	17
Foster	<i>Larry: Thoughts of Youth</i>	16
Bailey	<i>The Dim Lantern</i>	15
Becker	<i>Under Twenty</i>	14
Buck	<i>Sons</i>	14
Cather	<i>Obscure Destinies</i>	14
LaFarge	<i>Laughing Boy</i>	14
Barry	<i>Tomorrow and To-morrow</i>	13
Bromfield	<i>Twenty-four Hours</i>	13
Strong	<i>State Fair</i>	13
Deeping	<i>Smith</i>	12
De La Roche	<i>Whiteoaks of Jalna</i>	12
Morley	<i>Thunder on the Left</i>	12
Morrow	<i>The Enchanted Canyon</i>	12
Teasdale	<i>Love Songs</i>	11
Fisher	<i>The Bent Twig</i>	10
Galsworthy	<i>The White Monkey</i>	10
Marie	<i>A Princess in Exile</i>	10
Marquis	<i>Archy and Mehitabel</i>	10
Remarque	<i>The Road Back</i>	10

As would be expected in libraries for recreational reading, fiction is the most popular type of book. Approximately 60 per cent of the books circulated are fiction. Drama, poetry, biography, and travel combine to include 25 per cent of the books borrowed, and the remaining 15 per cent are scattered among the fields of social science, art, history, religion, philosophy, and science.

CENTER OF INSTRUCTIONAL PROGRAM

The librarian's work as dean of instruction enables him to know what is being taught in the classroom and thus assists him in bringing to the attention of teachers library materials which may be of value to them.

An attempt is being made to administer our library in such a way that teachers who desire to do so may work with their students in the presence of books. Having students and teachers work together with books should give the teacher every opportunity to open up to students limitless fields for exploration in books.

Several teachers schedule individual conferences with all their students in the library stacks. Teachers report conferences of this sort are particularly helpful when students are selecting books for reading or when they wish to discuss books which they have read.

A number of teachers have their classes spend class periods in the general library. This plan has been used in courses in world literature, French literature, science, psychology, sociology, and art. Up to the present, the library has been able to accommodate all classes wishing to use it in this way. As more teachers become interested in working with their classes in the presence of books, the general library will not, however, be large enough to care for such classes, without detraction from the service to the students who use the library during out-of-class hours. For this reason provisions are made for placing books in or adjacent to the classrooms and offices of teachers.

During the 1932-33 school year, eight teachers used classroom li-

braries. In some cases, collections of books remained in the classrooms for two or three weeks; in others, books were in classrooms for the entire school year.

During the present school year a social science library has been opened adjacent to the offices and classrooms of the social science teachers. In this library have been placed books, magazines, and newspapers which are needed for courses in social science. This library, which is open eleven hours each day, makes appropriate books available to classes during class periods and likewise makes the instructor accessible to students during their library study hours. The social science library is an experiment only; if it proves successful, if it encourages the use of books and makes more effective the instruction in the division, similar libraries will be provided for the remaining divisions.

This brief statement presents merely an outline of what is being attempted in order to make books and the library a more vital part of the college and of its instructional program. The librarian, by virtue of his position as dean of instruction, has vital contact with the instructional program of the college; as much as possible, the library is being decentralized to the end that books may be placed where teachers and students live and work. The library program is strictly experimental. Objectives have been determined and tentative plans for achieving these objectives have been set up. The college is, however, committed to no plan which experimentation may indicate fails to contribute to the achievement of the aims.

Graduation Titles and Academic Costumes

DOAK S. CAMPBELL *

The nature of the origin of the junior college and of its development during the past four decades is such that practices with respect to many aspects of the junior program vary widely. One aspect in which this variety is manifested is that of junior college graduation. What titles are granted to junior college graduates? What academic costumes are appropriate for the use of students graduating from junior colleges? Current practices and the opinions of those in authority in junior colleges may be helpful in pointing the way to more nearly uniform practices that would be acceptable. The information here presented which indicates current practices was obtained from the administrative officers of 367 junior colleges located in 40 states, the District of Columbia, Philippine Islands, and the Canal Zone. The results are presented under two heads, "Titles at Graduation" and "Academic Costume."

TITLES AT GRADUATION

Junior colleges quite generally grant some type of certificate or diploma upon completion of a regular junior college course. Table I shows that 347, or 94.5 per cent of the junior colleges reporting, grant some kind of formal recognition for completing the junior college course. Little difference is shown in the percentage for public and private institutions.

*Secretary, American Association of Junior Colleges, Peabody College, Nashville, Tennessee.

The number and variety of titles, diplomas, and certificates granted in junior colleges are rather appalling. Table II shows 49 different

TABLE I

JUNIOR COLLEGES GRANTING ACADEMIC TITLES, DIPLOMAS, OR CERTIFICATES

Type of Junior College	Granting Titles, Diplomas, or Certificates		Not Granting Titles, Diplomas, or Certificates	
	Number	Per-cent-age	Number	Per-cent-age
Public	161	95.8	7	4.2
Private	186	93.5	13	6.5
Total	347	94.5	20	5.5

titles, each of which is granted by at least one of the junior colleges included in this report. Twenty-six different kinds are found in public and 41 in private junior colleges. Twenty-two occur only once, and 11 only twice. In other words, only 16 are reported by more than two institutions. Apparently, junior colleges have carried over from other types of institutions the propensity for multiplying names for titles to bestow upon their graduates. It seems clear that this condition calls strongly for concerted action on the part of junior colleges to simplify their practice and agree upon a small number of titles that can be made to have meaning to the educational public as well as to the public in general.

Historically, the title of Associate in Arts claims priority. It has been used consistently from the very beginning of the junior college move-

ment. And, although it is used in only 134, or 36.5 per cent of the junior colleges reporting, it has a strong claim to become the title for general use just as the Bachelor of Arts is used in four-year colleges.

TABLE II

KINDS OF ACADEMIC TITLES, DIPLOMAS,
OR CERTIFICATES GRANTED IN 347
JUNIOR COLLEGES

Title	Public	Private	Total
Junior College Diploma....	102	100	202
Associate in Arts.....	67	67	134
Associate in Science.....	15	22	37
Junior College Certificate..	18	14	32
Associate in Education....	6	7	13
Associate in Fine Arts....	1	5	6
Associate in Music.....	1	5	6
Associate in Commerce....	1	4	5
Certificate of Completion...	4	0	4
Associate in Arts and Sciences	0	4	4
Associate in Engineering...	2	2	4
Certificate of Credit.....	2	1	3
Licentiate of Instruction			
Degree	1	2	3
Certificate in Secretarial Practice	1	2	3
General Diploma	0	3	3
Certificate in Teacher Training	2	1	3
Diploma in Home Economics	0	2	2
Certificate in Different Departments	1	1	2
Associate in Business Administration	0	2	2
Classical Diploma	0	2	2
Normal Diploma	0	2	2
Associate in Science of Engineering	2	0	2
Associate in Law.....	1	1	2
Associate in Medicine.....	1	1	2
Associate in Liberal Arts..	0	2	2
Associate in Physical Education	1	1	2
Associate in Home Economics	1	1	2
Certificate of Graduation...	0	1	1
Certificate of Proficiency	0	1	1
Associate in Commercial Education	0	1	1
Associate in Business.....	0	1	1
Diploma in Teacher Training	0	1	1
Life Diploma to Teach.....	1	0	1
Terminal Diploma	0	1	1
Diploma in Engineering....	0	1	1
Associate in Bible.....	0	1	1
Associate in Religious Education	0	1	1

Title	Public	Private	Total
Associate in General Studies 1	0	1	
Diploma in Liberal Arts... 0	1	1	
Diploma in Physical Education	0	1	1
Certificate in Arts..... 1	0	1	1
Certificate in Science..... 1	0	1	1
Certificate in Education.... 1	0	1	1
Certificate in Applied Arts. 1	0	1	1
Certificate in Dramatic Art 0	1	1	
Diploma in Piano..... 0	1	1	
Diploma in Voice..... 0	1	1	
Diploma in Violin..... 0	1	1	
Diploma in Expression.... 0	1	1	
Number Different Titles.. 26	41	49	

ACADEMIC COSTUME

The use of academic costume at graduation, as shown in Table III, is required in 252, or 68.6 per cent, of the 367 junior colleges included in this report. The practice is more prevalent among public than among private junior colleges, the percentages being 74.2 and 64.2 respectively.

TABLE III
JUNIOR COLLEGES USING ACADEMIC COSTUME

Type of Junior College	Academic Costume Used		Academic Costume Not Used	
	Num-ber	Per-cent-age	Num-ber	Per-cent-age
Public	121	74.3	42	25.7
Private	131	64.2	73	35.8
Total	252	68.7	115*	31.3

* Of this number, 4 are private and 2 public military schools where graduation is in dress uniform. One public and one private school require regulation uniform which is worn at graduation. Also, 4 public and 2 private schools are new and have not established their practice regarding costume.

The style and color of academic costume show a wide variety. Table IV shows that 17 different colors or color combinations are used in public junior colleges and 7 in private, or a total of 20. Black, gray, and blue, in the order named, are used with the greatest frequency.

TABLE IV
COLOR OF ACADEMIC COSTUME USED

	Public	Private	Total
Black	68	73	141
Blue	16	15	31
Gray	13	21	34
White	0	6	6
Gold and white.....	0	1	1
Black or gray.....	1	1	2
Gray first year; black second year; with linen collar	0	1	1
Black gown, gray stole.	3	0	3
Black gown without cap	1	0	1
Black gown, gray stole, fringed with college colors	4	0	4
Black gown, orange stole, fringed with college colors	1	0	1
Green and gold.....	1	0	1
Black with purple tassel	1	0	1
Black with red tassel...	1	0	1
Black with white tassel.	3	0	3
Boys, blue; girls, white.	1	0	1
Red and white.....	1	0	1
Girls, white; boys, black	1	0	1
Gray with black cap...	1	0	1
Gray with black stole..	1	0	1
Number colors or combinations	17	7	20

Junior college executives prefer a uniform style of academic costume. Table V shows that 223, or 61.9 per

majority in favor of any given style or color. Table VI shows the color preferred by 351 of the executives

TABLE VI
COLOR PREFERRED FOR JUNIOR COLLEGE ACADEMIC COSTUME

	Public	Private	Total
No special preference...	69	98	167
Black	50	54	104
Blue	26	18	44
Gray*	9	15	24
Black or white.....	0	2	2
Black with white linen collar	0	1	1
Black with white tassel..	2	0	2
Black gown, white cap..	1	0	1
Black gown and gray stole	3	0	3
Gray gown and black stole	1	0	1
Dark maroon	1	0	1
School colors	1	0	1
Total	173	188	351

* A considerable number explicitly stated that gray should not be used since it is so widely used in high schools.

who replied. Of these, 167 stated that they prefer a uniform color but have no particular preference. Black, blue, and gray, in the order named, predominate, while various

TABLE V
ATTITUDE OF JUNIOR COLLEGE EXECUTIVES TOWARD UNIFORM STYLE OF ACADEMIC COSTUME

Type of Junior College	Prefer Uniform Style		Do Not Prefer Uniform Style		No Preference	
	Number	Percentage	Number	Percentage	Number	Percentage
Public	103	62.9	22	13.4	39	23.7
Private	120	61.2	28	14.3	48	24.5
Total	223	61.9	50	13.9	87	24.2

cent of the 360 who reported on this point, favor a uniform style and color for junior colleges. There is little difference in the preferences of executives of private and public junior colleges.

While there is apparently a strong desire for uniformity of style and color, the suggestions received still leave us without a conclusive

combinations or alternative suggestions are mentioned with frequencies of 1 to 3.

Although junior college executives prefer uniform style of academic costume, they offer little help in determining what that style shall be. Table VII shows that 241 prefer uniform style but make no suggestion as to what that style

should be. The usual Bachelor's gown, with or without some modification, apparently predominates when any preference is stated.

TABLE VII

STYLE PREFERRED FOR JUNIOR COLLEGE ACADEMIC COSTUME

	Public	Private	Total
Not specified	101	139	241
Bachelor's gown	53	51	104
Bachelor's, plus colored stole	4	0	4
Uniforms*	1	2	3
Bachelor's, with some difference	2	1	3
Bachelor's, without cap.	2	0	2
Bachelor's, poplin, not wool	1	0	1

* This does not refer to the military uniform.

Considerable enthusiasm has been shown in favor of the use of the regular Bachelor's gown with a stole of gray with fringe in the school color. The argument in favor of this costume is well stated by Director Ralph H. Bush, of Santa Monica Junior College, who designed it for use in his institution. We quote from a letter from him as follows:

The junior college graduation being in point of years half-way between the high-school and university graduations, it seemed fitting that the junior college cap and gown should be a combination of both the high-school cadet gray and the university jet black: So we use for our cap and gown a regular black Baccalaureate cap with a cadet gray tassel. We use the black Baccalaureate gown but have a stole or scarf made of cadet gray which reaches to the waist. At the end of the stole we use a fringe composed of the college colors (in our case, of orange).

Given time, the question of academic costume may be solved without adopting a new or distinctive

style or color. If the junior college should finally become the institution that grants the Baccalaureate degree, then, no doubt, the traditional Baccalaureate costume would be used. As early as 1902 it was freely predicted that the junior college would eventually become the institution for granting the Bachelor's degree. Recent developments reflect the possibility that this may come to be the practice. Whatever practice may finally evolve, it seems clear from the materials here presented that immediate steps to secure some uniformity of practice should be taken in an organized way.

The junior college movement has, in some instances, conceived of its function in these same terms: First, a recognition that all students, whether or not they graduate from college, go into the world of affairs with the responsibility of citizenship and hence should have had a preparation which would enable them to be more intelligent about present-day problems, and, second, that a larger proportion of the students who enter college neither complete the four-year course nor indeed expect to do so when they enter. To the extent that the junior college program has been conceived, independent of its integral relationship with senior college and university programs, emphasis has been placed upon present-day living and citizenship preparation. The pressure of the minority, however, who are definitely bound for college graduation, has seriously tended to formalize the junior college program in terms of the traditional college pattern.—E. J. ASHBAUGH, in *School and Society*.

“Ancient History”

HENRY BARNARD'S RECOMMENDATIONS

Henry Barnard, pioneer American educator, was the first United States Commissioner of Education, holding that office from 1867-70. A special resolution of Congress, approved March 2, 1867, directed the new Commissioner of Education “to make an enumeration of the juvenile population of the District of Columbia, to ascertain the condition and relative efficiency of the public schools, and to report on such additional legislation as he thinks necessary to secure the advantages of the system to all the children of the District.”

This is perhaps the first comprehensive school survey of an American city. It covers many matters of detail, makes numerous comparisons with conditions in other American cities and foreign countries, and contains extensive recommendations for improvement. The entire report submitted May 30, 1868, comprises 914 pages. The following recommendations (pp. 137-38) are of unusual interest to students of the junior college movement:

The course of instruction should be distributed into five great divisions: First, the “Primary Schools,” Second, “Intermediate Schools,” Third, “Secondary Schools,” including generally all between the period of twelve and sixteen years of age, should give something like completeness to what is generally understood to be a common school education, or all that is now attempted in the most advanced classes of the schools of the District,

and attained in the best English High School, or Union School in our large cities, including at least one living language beside the English.

Fourth, “Superior and Special Schools,” embracing a continuation of the studies of the Secondary School, and while giving the facilities of general literary and scientific culture as far as is now reached in the second year of our best colleges, shall offer special instruction (in classes or divisions instituted for the purpose, after the plan of the best Polytechnic Schools) preparatory: (1) for the teaching profession; (2) for commercial pursuits; (3) for mechanical trades, as well as for the arts of design; and (4) for admission to any national special school (including every department of the public service), and particularly the languages of countries with which we have close commercial and diplomatic relations.

Fifth, “Supplementary Schools and Agencies.”

FROM PRESIDENT ELIOT

The old American college was much more like a gymnasium than a university. It lacked the one essential feature of a university—freedom of studies. Your notion of relegating the studies of the freshman and sophomore years of the common American college to a “secondary” department squares with our practice and our hopes.—President Charles W. Eliot, of Harvard University, in a personal letter to President William Watts Folwell, of the University of Minnesota, dated August 5, 1872. Quoted in *Autobiography and Letters of William Watts Folwell*, University of Minnesota Press, 1933, p. 210.

The Junior College World

DEATH OF COLONEL JOHNSON

Colonel T. A. Johnson, president of Kemper Military School, Boonville, Missouri, died at his home in Boonville, February 5, at the age of eighty-five years. First as student and later as administrator he was connected with the institution for over sixty-seven years. He was widely known and respected in central Missouri, not only as an educator but also as banker, philanthropist, and churchman. More than two thousand friends were present at his funeral. Colonel Johnson's son-in-law, Colonel A. M. Hitch, is the active head of Kemper Military School and during the past year has been president of the American Association of Junior Colleges.

SUCCESS IN GEORGIA

According to a report recently made at the Association of Georgia Colleges, 109 students from Georgia junior colleges entered Georgia senior colleges and universities in the fall term of 1933. Of these, 90 were reported as having passed in all of their work, 15 as having failed in one or more courses, and only 4 as having failed in as much as 50 per cent of their work.

SALARY RESTORATION

Beginning January 1, 1934, the teachers of the San Bernardino Valley Union Junior College (California) have had the restoration of one-third of the reduction in salary of each instructor whose salary was reduced within the period of the

depression, according to the action of the Board of Trustees on December 15, 1933. This is the first case of an upward trend in the salaries of junior college teachers to be reported. Are there others?

CALIFORNIA CHANGES

Owing to the fact that the average daily attendance of students attending district junior colleges in California increased from 10,192 in 1930-31 to 18,778 in 1932-33, it was found necessary to increase the number of full-time district junior college teachers from 540 in 1930-31 to 888 in 1933-34. Thus, while there was an increase of 8,586 pupils in average daily attendance in district junior colleges, representing an 84.2 per cent increase between 1930-31 and 1932-33, the number of full-time district junior college teachers increased only 348 or 64.4 per cent. The average rate of salary paid full-time district junior college teachers was reduced from \$2,854 in 1930-31 to \$2,463 in 1933-34, an average reduction of \$391, or 13.7 per cent.

PRESIDENT RESIGNS

William F. Schmidt, president of St. Paul-Luther Junior College, Minnesota, has announced his resignation to take effect July 1.

JUNIOR COLLEGE AUTHORS

An Outline History of the Middle Ages has just appeared in the College Outline Series published by Barnes and Noble of New York. The authors are George F. Mott, formerly dean and professor of Eng-

lish and Political Science, and Harold M. Dee, professor of History and Economics in San Diego Army and Navy Junior College.

ACADEMIC RESPECTABILITY

Dr. Robert Gordon Sproul, president of the University of California, recently stated that "our society must be willing to grant that it is respectable for a young man or woman to refrain from a university career . . . to prevent the structure of educational expenditures from becoming top-heavy."

This statement epitomizes the problem which has turned society to seek a solution—a junior college in this case. "If there were no God, it would be necessary to invent one," Voltaire believed. And so a junior college was invented, bringing young men and women into contact with the aspirations and intellectual achievements of their ancestors and with the physical and intellectual conditions of the world about them.—*Los Angeles Junior College Collegian*.

COLUMBIA JUNIOR COLLEGE

Columbia Junior College, organized this past year at Takoma Park, Washington, D.C., has been accredited for a two-year probationary period by the Commission on Higher Education of the Middle States Association of Colleges and Secondary Schools. Benjamin G. Wilkinson is the dean of this new unit in the educational system of the Seventh Day Adventist Church which centers at Takoma Park.

JUNIOR COLLEGE CONFERENCES

The third annual Junior College Conference will be held in co-operation with the University of Califor-

nia, at Berkeley, on Thursday and Friday, July 5 and 6, and in co-operation with the University of California at Los Angeles on Thursday and Friday, July 12 and 13. All teachers and administrators interested in the junior college movement are invited to be present. The conferences will be under the direction of Dr. Merton E. Hill, Director of Admissions of the University.

PHI BETA KAPPA

One-half of the sixteen seniors of the University of California who were recently elected to Phi Beta Kappa, national honorary fraternity, were junior college graduates.

GROWTH AT PIKEVILLE

The Presbyterian Board of Christian Education, in a statement issued in Philadelphia on February 4, asserts that the Presbyterian college financial situation is much brighter now than it has been for a number of years. The statement, dealing with the financial condition of 35 of the 45 colleges operated with the co-operation of the Presbyterian church in the United States, points out that 19 institutions showed an operating surplus last year as against nine showing such surplus the preceding year. The Board also announced that total enrollment at Presbyterian colleges, junior colleges, and academies increased in 1933 for the first time in several years. Twenty-three of the 49 schools reporting showed gains. The largest increases were reported by MacAlester College in St. Paul; Pikeville Junior College at Pikeville, Kentucky; University of Tulsa at Tulsa, Oklahoma; and Buena Vista College at Storm Lake, Iowa. The enrollment of 125 at Pikeville

is 36.8 per cent higher than a year ago. In 1931 the institution more than doubled its enrollment and in 1932 it reported a 25 per cent increase.

NEW BUILDING PLANNED

Los Angeles Junior College will have a new physical education building for men when college opens next fall. The Los Angeles Board of Education has allotted \$100,000 for this purpose. Construction work will begin the last of June, according to present plans.

JOURNAL INDISPENSABLE

A junior college president in the Middle West writes as follows:

It seems to me that the *Junior College Journal* is indispensable for junior college administrators, heads of departments, and junior college libraries. With the important place that this institution is filling in American education, I fail to see how any college of education or department of education can afford to be without it. Certainly those of us in junior college administration can well afford to invest a few additional dollars each year as a contribution to our professional work.

MANY GRADUATES

At Los Angeles Junior College, 180 young men and women received the title of Associate of Arts at the close of the first semester. This was the largest mid-winter class in the history of the institution. The commencement address was given by President Walter F. Dexter, of Whittier College.

MORE LONG TENURE

Graceland Junior College, Laramoni, Iowa, reports an average tenure for the seventeen members of

its faculty of 8 years 7 months. Eight members have been in service ten years or more.

SECONDARY SCHOOL PRINCIPALS

At the meeting of the Junior College section of the Department of Secondary School Principals in Cleveland in February the following two papers were given: "The Teacher, the Solution of our Problems," by R. L. Moore, President, Mars Hill Junior College, Mars Hill, North Carolina; "Some Problems in Connection with the Development of the Junior College," by J. J. Oppenheimer, Dean, College of Liberal Arts, University of Louisville, Louisville, Kentucky.

RADIO BROADCAST

President C. L. Littel, of the Junior College of Bergen County, New Jersey, was scheduled to give an address on the history and reasons for the junior college over the Red Network of the National Broadcasting Company on March 29, at 2:45 P.M., Eastern Standard Time.

PHI RHO PI CONVENTION

The sixth national convention of Phi Rho Pi, the national junior college forensic honor society, was held at Independence Junior College, Independence, Kansas, on March 29, 30, and 31.

I think that all cities of over 100,000 population will have to have junior colleges, and I have thought so for many years. This will leave the colleges with more room to do the senior college work.
—SUPERINTENDENT J. H. LOGAN, Newark, New Jersey; formerly New Jersey State Commissioner of Education.

Reports and Discussion

GEORGIA ASSOCIATION

The third annual meeting of the Georgia Junior College Association was held in the Piedmont Hotel, Atlanta, January 26, 1934. The junior colleges of the state were all represented; and there were many visitors from the senior colleges, as the Association of Georgia Colleges was in session the following day.

The committee had prepared a most excellent program and it was carried out as arranged. President S. C. Olliff, Andrew College, Cuthbert, discussed in a most helpful way how the junior colleges may co-operate with the high schools of the state.

President Frank Branch, of the North Georgia College, Dahlonega, brought out, in a most able manner, the way the junior college and the senior college could be of mutual benefit to each other.

Dean Eric Hardy, of the Augusta Junior College, traced the growth of the junior college in Georgia. The facts he presented caused one to realize that the junior college is playing an important rôle in the state educational system.

President Paul Carroll, of the Norman Junior College, gave an interesting paper on "The Terminal Courses of Value in Georgia Junior Colleges."

The principal address of the meeting was given by Dr. Walter Crosby Eells of Washington, D.C., and Stanford University, California, and Editor of *The Junior College Journal*. Dr. Eells's address was very forceful and gave every one present a new conception of the junior college and its rôle in the educational world. Dr. Eells sketched the growth of the junior college in America, gave reasons for its being, and outlined a curriculum that would best fit the junior college. His

address was well received, and the junior college people of the state are looking forward to the time when he can pay them a more extended visit.

The junior college representatives met with the senior college division for the annual banquet and program for the evening. The speakers at this time were Dr. Cox, president of Emory University, Dr. McCain, president of Agnes Scott College, and Chancellor Philip Weltner, of the University System of Georgia. Each of these speakers discussed in a vital way the educational issues that are facing the colleges of Georgia today.

At the Saturday morning breakfast further discussion of questions facing the junior colleges took place. It was decided at this time to continue the Junior College Oratorical Contest, which will be held at Mercer University in April. The annual business meeting was held at this breakfast and the Association paid a compliment to its officers by re-electing them to their respective places. The officers of the Association are: president, Leo H. Browning, president of Middle Georgia College; vice-president, T. J. Lance, president of Young Harris College; secretary-treasurer, L. F. Herring, dean, Georgia Southwestern College.

It is interesting to note that a most cordial relationship exists between the junior and senior colleges of the state. This relationship was shown in the appointment of a committee to co-operate with the high schools of the state in the English testing program. Three members from the senior college division, three from the junior colleges, and one member from the State Department of Education were appointed to continue this program and to make a study of the feasibility of starting similar programs in other departments.

Although many of the representatives stayed for the remaining activities of the Association of Georgia Colleges, the breakfast session marked the formal end of the junior college gathering. All who attended this meeting returned home feeling that the occasion was one of great interest and value.

LEO H. BROWNING
President

COLORADO JUNIOR COLLEGE

We have just entered the second quarter of our first year in a junior college venture here in Pueblo. So far as I know, it is unique as to method of launching, as to control, as to support, as to housing and equipment, and as to problems encountered. It is known as the Southern Colorado Junior College.

Pueblo has a population of 51,000. The high schools in and near it graduate about 600 annually. The state university is 130 miles north; Colorado College, a private school with a tuition charge of \$225 a year, is 42 miles north; and Denver University, a private school with a tuition charge of the same amount, is 117 miles north. There are no colleges east, south, or west, within the borders of the state, until well beyond the continental divide.

We opened in September, with 70 full- and part-time students. This was after I had spent a portion of six years writing and talking upon the subject. We have quarters, heat, and rent free, on the top floor of our big, modern, centrally located court house. We are incorporated as a non-profit organization. Our board of control consists of seven representative, civic-minded men and women.

A live library, with librarian, is loaned us by the Colorado Fuel and Iron Company. All desks, blackboards, chairs, and gas and water for laboratories, etc., were either given to us or were installed at very low cost. The

school at present is supported by tuition only—\$180, or \$12 a credit hour, being charged. We have twenty-one instructors, each with a Master's degree, or equivalent, in his field, who teach for two-thirds of the tuition collected from each student. Our enrollment has increased to 85 this quarter. We are offering both years' work—twenty-six classes in session.

E. T. KELLY
Dean and Director

LONG FACULTY SERVICE

With due humility and some misgivings for fear of being accused of maintaining a home for the aged, but with great satisfaction in the loyal team-play of an experienced staff, Lasell Junior College, founded in 1851, reports a regular faculty of thirty-seven, whose average length of service at the end of the current year will be 10.7 years. The first ten have an average service of 25.9 years and the first six an average of 32 years.

It seems hardly fair for the surviving prototypes from the geologic past to measure *years* with the youth of the recent vintage of junior colleges!

GUY M. WINSLOW, *President*
AUBURNDALE, MASSACHUSETTS

PRESIDENT COUSENS' OPINION

The following extracts are taken from the 1933 annual report of Dr. John A. Cousens, president of Tufts College, Massachusetts:

The second matter I wish to discuss must appear paradoxical in view of what has just been said, but the fact is that one effect of the depression is to threaten a crisis for the colleges in the problem concerned with the development of the junior college movement. In this part of the country the public high schools are crowded with postgraduate students. An attempt is being made to solve the problem of their unwelcome presence in Fitchburg and in Portland by providing an extension of high-school work and attaching to it the label "Junior College." In Hartford teachers from Mt. Holyoke

College are carrying on a one-year course under the auspices of the Y.W.C.A., successful completion of which will give sophomore rating at Mt. Holyoke. The superintendents of Somerville and Medford have inquired recently what credit we might give for postgraduate work in the high schools of their cities. In my judgment, unless the movement is merely a phenomenon of the depression which will end when, as, and if prosperity returns there is a serious menace in it to the colleges of liberal arts, a menace so serious I believe that with one or two exceptions—our own college not among them—every college in New England will lose its present character. It would be vain for the colleges to adopt a hostile attitude toward this movement which I believe will gather headway, regardless of depression or prosperity. Rather the attitude should be sympathetic and an attempt made to guide its direction. Though in rare cases the private junior college may develop into something approximately equivalent to the first two years in the regular college, such development in a public-supported junior college is impossible. Furthermore, the clientele of the public junior college, if there be one, will not, in the main, represent college material. In Massachusetts, for example, an investigation, which by all means ought to be made at once, might reveal a considerable demand for a year or two of education beyond the high school, but to satisfy that demand an attempt ought not to be made to supply what the colleges offer in the first two years of the college course. On the contrary, a quite different objective with a perfectly definite end result should be developed. If, on the other hand, the investigation discloses a certain number of young people qualified to meet real college standards who cannot gratify their ambition for higher education because of financial reasons, then the way out is an increase in the scholarships offered by the colleges, an entirely practical way and a far better way, if my guess of the numbers involved is anywhere near correct.

Here again is an opportunity for every trustee to function as a guiding force in education. Unless that opportunity is recognized, the result will be a futile increase in public expenditures for education, a lowering of standards of higher education, and a passing over of an edu-

cational function of supreme importance to an agency less well able to perform it.

THE SOCIAL SCIENCES TODAY¹

Almost nineteen hundred years ago the young Roman poet, Persius, wrote:

Learn, hapless youths, and investigate the causes of things—what we are and for what purpose born—what station of life is assigned us—how delicate the turning round the goal and whence the starting point—what bounds the love of property requires—what it is lawful to wish—how far the genuine use of wealth extends—what are the first claims of country and dear relations—what kind of being Heaven would have us be, and where our stand in the human commonwealth.

How much better off we might all have been had this counsel been hearkened to. It is our belief that it is the function of the social scientist to encourage listening to this counsel.

More than ever is this a verity today. The philosophy behind the New Deal demands a new education, perhaps above all in the social sciences. Never did a time need a correct social theory more than does the present. More than ever before in history is it true that life must mean social life; and the study of how people live together must show us the direction toward better living.

Education must for its primary subject-matter examine society and its processes. As social scientists we must have as our aim the production of citizens who understand the society in which we have lived and live, the evil effects of selfishness, the social suicide of cut-throat competition, and the stupidity of narrow nationalism in a world society. We must hold as our purpose assisting in the production of citizens who will have the background of knowledge sufficient to

¹ Introduction to a report by the Department of Social Science of the Los Angeles Junior College concerning the aims, objectives, and contents of certain courses offered by the members of the same.

judge clearly the efforts of our leaders toward economic reconstruction and reform. A broader education than that heretofore offered is necessary, one directed to the just assessment of the good and evil found in a society operating under *laissez faire* in a fiercely competitive world. Much attention must be paid to the methods suggested in the past as a valuable corrective of what is happening today and to those of the present as to possible reforms of the social and economic order.

To no small extent it is true that human relations will be improved only as rapidly as we make progress in the social sciences. The only hope of a successful and efficient utilization of the remarkable contributions of science and technology to human society lies in a persistent and organized effort to develop those social sciences which alone can serve to guide man toward an ever more safe and adequate exploitation and control over the increased power which natural science and technology have placed at his disposal.

The social sciences are not merely theoretical disciplines, but also tools to be employed in the solution of the concrete problems of an existing and developing society. The social scientist, unlike the physical scientist, has some hope to change nature, or at least to gain increased power over it. Some years ago a leading social scientist stated that "what the progress of physical science did for the material world during the past half-century the development of social science will do in the spiritual world in the half-century to come." We believe this not only to be true, but altogether essential if this nation and the world are to emerge from the morass in which they are now floundering. We deem it our duty to lend active assistance to that end.

This educational task is one of great magnitude. It is impossible to accomplish in the few hours a day, the few weeks in a year, and the two or four

years of the college term. Yet we in the social science field think it imperative that we direct our energies in this path. We are endeavoring to assist in developing minds that are not only informed but oriented toward the world of today.

If society is to be protected and its best interests served our educational institutions must find both time and opportunity for ample instruction in economics, history, political science, and sociology. Only in that way can our students become acquainted with the dynamic forces which are shaping present-day society.

ERIC CYRIL BELLQUIST

LOS ANGELES JUNIOR COLLEGE
Los Angeles, California

PHYSICAL EDUCATION

Physical education at Centenary Junior College is constructive physical education. It stands for more than a leisure-time program of sports and games. Its aim is to develop the intelligent physical body, the body as an instrument of the will of the mind. Another phase is the reconstructive program in which emphasis is placed on the body beautiful, and the maturing of the student without physical distortion. The purpose of such a program is to help the student rebuild that part of her body which presents some defect to her personal appearance and interferes with that feeling of well-being called health.

If a student is in good health, she should not be conscious of any part of her body. If she is aware of discomfort during physical activity, daily functioning, or feels severely fatigued at the end of the day, she is receiving a warning that all is not well. The girl in her teens is subjected to a severe fatigue period, and is really under a heavy strain with her early rising, extracurricular activities, piano lessons, emotional social life, etc. She is so stimulated that she finds it hard to rest. An early afternoon rest period

for all students is highly recommended. While sleep may not be possible for all, the rest brings some relaxation to overused nerves, and breaks the tension which results from continual stimulation and the perpetual activity of modern American life.

Such defect as the forward head, the C curve of the back when presented in profile, the slumped chest, and the protruding abdomen have a marked effect on the adolescent social life of the young girl. True, she may function organically quite normally, and with little mechanical disadvantage. But aesthetically she is a failure, and lacks that confidence and assurance of emotional success which can be procured from no other source than from a beautiful body.

Under the direction of the writer a daily clinic has been organized as a laboratory for reconstructive physical education. Each student undergoes a thorough orthopedic examination. Girls with discomforts and defects attend the clinic in an earnest effort to correct their difficulties and to develop a body physically fit and artistically acceptable. With the help of an instructor who has carefully planned for each individual case, the girls take themselves in hand, exercising or resting according to the individual needs. Indefinite pain in the lower back, weak feet, and lassitude are some of the more common of the complaints. The exercise periods are conducted informally with emphasis on the fact that the girls are resting or exercising for their own good and interest and not to meet some school or college requirement. For the convenience of the students, exercise rooms are provided on the dormitory halls where the girls may go in their leisure time for a few minutes of additional rest or exercise.

The purpose of physical education at Centenary Junior College is not to produce the hard muscle but the soft muscle with latent elasticity and to increase the joint flexibility. No plan-

ning is done for a fixed standing position, the aim being rather to improve the muscle tones and circulation, to develop the young girl as a healthy individual possessing a well-functioning artistic body of which she may be justly proud. To help develop for the youth of America a healthy, intelligent mind and a healthy, obedient body, should be the aim of the academic and physical education departments of the schools and colleges of the present time.

OLIVE H. HARING
Director of Physical Education
CENTENARY JUNIOR COLLEGE
HACKETTSTOWN, NEW JERSEY

CONFESIONS OF MATH STUDENTS

As instructors of the vast army of young men and women which annually pours through the doors of our junior colleges, we are concerned not only with the activities within the confines of our classroom but also with those things which take place in preparation for and as a result of our regularly scheduled meetings with our students. It was this interest in extra-classroom activities that prompted me, some time ago, to conduct an investigation into the study habits of my mathematics students in the Santa Monica Junior College.

The procedure adopted was quite simple. I asked the members of my classes in college algebra, analytic geometry, and calculus to write a report on the subject, "How, When, and Where I Study Mathematics." Realizing that the success of the venture depended largely upon the manner in which the request was made, I made it clear that the papers would in no way affect their grades in mathematics and would be confidential. Perhaps the happiest thought of all was the one which led me to suggest that the theme be in the form of a confession. This idea caught their fancy and resulted in the completeness desired above everything else. The 112 essays

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received are a set of intimate documents which I prize very highly, for in most cases the students unburdened their innermost beliefs and attitudes. As a matter of fact they constitute an index to their reaction to our educational system, in addition to being an explicit record of their habits of study.

Naturally, this type of investigation does not lend itself readily to statistical analysis. Indeed, the actual quotation of percentages would rob the result of their very personal nature, one of their chief advantages. Permit me, then, to narrate briefly the findings.

One of the students began his dissertation in this way: "What is study? Study is the art or process of acquiring knowledge of a particular subject by one's own effort." Is not this a definition worthy of contemplation? Study of this type, we must regrettably admit, is not very common among our students. (I refer specifically to the word "acquiring.") The quotation indicates, however, a maturity of thought that crept quite unexpectedly into some of the reports. In fact an interesting feature of nearly all of the themes was the presence of pithy comments and sentences with a distinctly philosophical tinge.

For conciseness, and at the risk of sacrificing the intimacy referred to above, I herewith list some of the facts and conclusions gleaned from the confessions:

1. Only two of my students have a private room for study purposes.
2. Practically all of the students who study at home have to do their work in the face of distractions such as a radio and the presence of other members of the family.
3. Math students prefer to study alone.
4. Students who are employed outside of school hours have very little time for study but make very efficient use of the time they do have.
5. All students would welcome a course in "How to Study."

6. Libraries are suitable as a place to study only for those students who find it necessary to do all their work there.
7. As a general rule, freshmen have no definite plan for preparing their assignments, while the second-year students do have such a plan.

In conclusion, let me recommend the idea of "confessions" as a very successful method of obtaining a fund of information which will serve as a valuable aid in crystallizing aims and objectives as a guide in the educational process and as a helpful, though merciless, critique of technique, subject, and school. Finally, and most important of all, the instructor will be led to a more sympathetic understanding of his students and their problems.

L. J. ADAMS
*Head of Department
of Mathematics*

SANTA MONICA JUNIOR COLLEGE
SANTA MONICA, CALIFORNIA

NEW YORK EMERGENCY COLLEGES

Mr. Thurston Child, in the *New York Herald-Tribune* of February 4, summarizes the report of Lewis A. Wilson, assistant commissioner of education for the state of New York, on the twelve emergency colleges that have been established during the past year. These institutions have been set up to offer educational facilities to high-school graduates who have been financially unable to continue their education and who, at the same time, have been unable to find employment. As the winter of 1932-33 passed it became evident to many thoughtful educators and relief administrators that a large number of recently graduated high-school students were unable to go on to college for financial reasons.

Steps were taken to establish a series of emergency collegiate centers. The response to this plan was immediate and enthusiastic. By the end of March centers were established at

Albany, Buffalo, Garden City, Rochester, Syracuse, and White Plains. Registration at the different centers varied. At White Plains one hundred students were enrolled, while at Buffalo more than five hundred young people applied for admission. At the other centers the registration averaged two hundred.

In order to make certain that a high standard of work would be maintained, the State Department of Education asked for the co-operation of the heads of state or city colleges already established in the localities where it was decided to open the centers. The State Colleges for Teachers at Albany and Buffalo sponsored the centers located in those cities, while the centers at White Plains and Garden City were opened by the President of the College of the City of New York.

The presidents of these sponsoring institutions selected the faculties for the centers, outlined the curricula to be pursued, set up the entrance requirements for the students who applied for admission, and in many cases turned over the facilities of their institutions to the centers. After the machinery had been set in motion, the direction of the center was turned over to a dean or registrar.

The courses offered were the usual freshman survey courses corresponding to those offered the freshmen of the sponsoring institutions. This was to make easier the transfer of credits when the student finished his work at the center and was ready to enter a standard college. But a surprisingly large number of students registered who had already had one year of college work, and it was decided to offer courses in English and American literature, government, sociology, public speaking, and economics to meet the special needs of these young people.

In an effort to make the student life at the centers similar to the student life at the sponsoring colleges, the centers developed interesting and varied extracurricular activities. Two centers

organized active dramatic and musical groups; other centers issued weekly newspapers, mimeographed for economy's sake, but as full of news and jokes as many regular college papers. Several of the centers organized independently or in co-operation with the sponsoring colleges athletic teams, tennis, base ball, etc.

The work of these six original centers was so successful that the state decided early last fall to continue them. This decision was amply justified by the advance registration. In almost all cases the registration figures showed a decided increase over last spring. At White Plains thirty more students applied for admission, while at Garden City the number of registrants jumped from 256 to 457.

Owing to this increased registration and also to the difficulties of providing inexpensive means of transportation in the upstate sections it was decided to open additional centers. Branches of the Emergency Junior College at Albany were opened at Troy and Schenectady, while centers were also opened at Auburn, Cortland, Little Falls, and Newark.

STUDENTS MEAN BUSINESS

Passing through Keene, Texas, the average traveler probably would not be startled at the rapidity of the municipal pulse beat. Like dozens of other Texas towns of about 400 population, the order is peace and quiet rather than industrial activity. But should the traveler take the ten minutes required to turn off the main highway and climb the hill to Southwestern Junior College, he will find himself in the middle of the hustle and bustle of things being done and busy people doing them. No sleepy tranquility there. Deft hands fly, feet scurry, wheels turn, saws buzz, and linotypes click away.

Southwestern Junior College is an industrial center within itself. A planning mill, a printing press, a broom factory, a pecan shellery, a bag factory,

a garage and general service plant, a farm, a dairy, a laundry, a light plant, and a book store are operated the entire year by students of the college under the direction of an able staff of industrial supervisors.

And these students are not making any sissy jobs of it. They are doing man-sized work and are turning out first-rate products that are being shipped into sixteen states. The College Planing Mill has for its motto, "If it's made of wood, we make it." And they mean just that. They manufacture every kind of woodenware product from boot jacks, extension ladders, and ironing boards, porch and lawn furniture, to novel building trim and spiral staircases that you can wrap around your neck. With the Christmas rush ahead they are now working on large orders of children's hobby horses.

In addition to putting out the college publications and bulletins, the printing press does all kinds of job work and prints a number of small publications. The broom factory manufactures all grades of brooms from "College Maid" to "Little Wonder" that find a range of ready markets from local dealers to some of the country's largest mail-order houses. Near-by candy manufacturers buy all the pecans that the shellery can produce at a price higher than that paid other shelleries because of the cleanliness of the product.

The farm, the dairy, and the laundry are operated chiefly to take care of local needs. A cannery is run in connection with the farm so that the college dining room is supplied with farm products through the winter months as well as during the summer.

All of the industries in connection with Southwestern Junior College were established for the sole purpose of helping the student pay a part of his expenses through school, and are operated on a non-profit-making basis. Taxes are paid on all industries and no industry is operated on cheap la-

bor. There is no exploitation of student labor. Buyers of college-made products purchase them because of their quality, not because they are cheap.

When a student enters Southwestern Junior College, in so far as it is possible he is given work in the industry of his own choosing. At first he works on an apprenticeship plan, and as he becomes more familiar with his work his pay progresses with his efficiency. Many students earn as much as two-thirds of their expenses, and a number of them pay their entire way through the school.—RUTH G. ROBINSON, in *The Texas Outlook*

JUNIOR COLLEGE CREED

The Junior College speaks:

1. I believe in education beyond the high school. The new age will hold tests of character and knowledge beyond those of the past. It will be harder to make a living because of increased competition and higher standards. Some education beyond the high school will be essential for most of the desirable positions. I therefore believe in preparing our young people to meet the conditions of life immediately before them.

2. I believe that two years in a college atmosphere (perhaps away from home) are all that are needed by the majority of students. In those two years they can have the usual college experiences, make enduring friendships, broaden the mind and reach the age of profitable endeavor. It will be a period of serious work rather than indifference to opportunity. Two years well spent may mean more than four years carelessly spent.

3. I believe that there have been sent to traditional colleges many students without adequate intellectual interests and that these students have either failed to complete the four years (and thereby suffered a complex of defeatism) or have drifted through their courses with little advantage.

Had they been offered two years in a junior college they would have saved expense and probably have taken as much away with them.

4. I believe many parents have made severe financial sacrifices to send their children to a four-year college. Owing to the pressure of local conventions and to the ambition for the social prestige supposed to be acquired by going to college, they have deprived themselves of many simple pleasures and some common necessities. They could have afforded two years without undue strain. One of the few advantages of depression is to deflate certain non-essential social ambitions.

5. I believe that the evidences of scholarship can be detected within two years. If discovered, the student can be given proper guidance and then transferred to the senior college. Where intellectual interest does not justify further use of time, the student can be honorably graduated at the end of two years after the high school and can then begin his life service.

6. I believe that the curriculum should have a definite bearing upon life work. It should be fitted to the student and not the student fitted to the perhaps outmoded curriculum. He should know English, psychology, modern history, and science, and he should personally elect the rest of his course on the basis of ability and interest. The problems and activities of his immediate future, rather than a college catalogue, should determine what he should study.

7. I believe many students might have been spared the humiliation of failure in college if they had gone to a junior college where there is closer oversight as to scholarship and conduct, where discipline is proportionate to development, and where social activities are sanely chaperoned. Misuse of time rather than lack of ability has been the cause of many failures. These might have been avoided if too much maturity had not been unwisely assumed.

8. I believe in the more intimate and helpful contacts of smaller classes, the more kindly associations of teacher and student, the friendliness and unity of a small student body. Junior colleges are small enough to preserve student identity.

9. I believe many students can find themselves and what they want to do in the first two years and thereafter can have more flexibility than if tied to the usual four-year program. Some senior colleges are coming to this conclusion also and are so planning their courses as to accept junior college graduates at full value and immediately to permit them to begin occupational specialization.

10. I believe the junior college movement is a worthy and permanent part of American education. Institutions may change or even close, but the movement will go steadily forward. It has the essential element of success — namely, competent service. It will help boys and girls to make a comfortable living and to live a satisfactory life. Such effective service will give it usefulness and permanence.

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ACCREDITING STANDARDS

The following suggested standards for accrediting public junior colleges in California have been developed in a junior college seminar at Stanford University with the co-operation of members of the State Department of Education. They have been submitted for discussion to various junior college executives in the state. They have not been adopted for use and undoubtedly will not be in their present form. It is thought, however, that they will be of interest to those concerned with junior college standards in all parts of the country.

1. *Admission.*—Admission shall be granted to graduates of accredited high schools, and to such persons, twenty-

one years of age or over, as aptitude tests plus written recommendations indicate as able to undertake work of collegiate grade.

2. *Number of teaching staff.*—After the first year there shall be at least one full-time instructor, or equivalent, for every twenty students or major fraction thereof, in average daily attendance the previous year. The first year there shall be at least one full-time instructor for every twenty-eight students enrolled.

No junior college shall be accredited which, after the third year of its existence, has fewer than ten full-time instructors, or the equivalent.

A full-time instructor is one who teaches a minimum of thirteen hours of class periods per week. Credit for one full-time instructor may be had for each fifteen hours of part-time instruction. Two laboratory hours shall count for one classroom hour.

3. *Training of the teaching staff.*—On or before September 30, 1935, each instructor in academic subjects shall have a minimum of two years of graduate work including a Master's degree or its equivalent. Five years of successful teaching in the lower division of accredited colleges or junior colleges may be substituted for the second year of graduate work.

Every instructor in academic subjects shall have at least a major in his principal teaching field. No instructor shall teach any academic subject without at least a teaching minor or its equivalent in that field.

Each instructor in special subjects, i.e., art, music, vocational subjects, etc., shall have had at least five years of successful experience in the field which he teaches and a special credential such as may be prescribed by the State Department of Education. However, such instructors in special subjects may substitute for these requirements the requirements for academic instructors.

4. *Number of students.*—Minimum enrollment requirements for the junior

college shall be: for the second year, 100 students in average daily attendance the first year; for the third year, 150 students in average daily attendance the second year; for the fourth year and each year thereafter 200 students in average daily attendance the preceding year.

5. *Minimum curricula.*—An accredited junior college shall maintain the following curricula:

Academic—Designed for those who desire a general cultural education.

Pre-professional—Designed for those who desire to complete the lower-division requirements for special fields in higher institutions of learning.

Semiprofessional—Designed for those who desire to complete their formal education in two years by pursuing courses which will prepare them for vocations or semiprofessional work.

Special courses—Designed to meet the needs of adult members of the community.

6. *Library.*—Each library shall have at least three thousand carefully selected volumes which shall be increased to five thousand within the first three years of the life of the institution. There shall be at least twenty-five carefully selected periodicals. There shall be bound volumes of the past numbers of these periodicals for at least three years previous where such are available.

The annual budget shall be at least five thousand dollars until or unless the library has at least five thousand volumes. In such case the budget shall be at least two thousand dollars. The above-mentioned minimum budget requirements are exclusive of the salaries of the library staff.

A professional librarian shall be in charge, with adequate assistants. The professional librarian shall have the same rank as other department heads.

The library shall be housed in a separate building, or a separate wing or portion of the main building, with

proper lighting facilities. The books and periodicals shall be properly catalogued and adequately shelved. The study room shall accommodate approximately one-fourth of the students enrolled.

7. Laboratories.—Separate laboratories, fully equipped, shall be provided for each science taught. The chemistry laboratory shall be equipped to permit teaching organic, inorganic, and analytical chemistry. The physics laboratory shall include sufficient apparatus for work of college grade in mechanics, sound, heat, light, magnetism, and electricity. The biology laboratory shall include apparatus to conduct experimental work of college grade in biology, zoölogy, and botany. At least one classroom in the science department shall be specially arranged and equipped for illustrated lectures, slides, and demonstrations.

8. Guidance.—The junior college shall maintain an effective guidance program including a personnel board which shall supervise such guidance work as is deemed necessary. All students shall be given a series of personnel tests, the results to be used for classification, guidance, or other purposes.

9. Records and reports.—Financial and student records and reports shall be filed on standard forms approved by the State Department of Education. The junior college shall publish a catalogue of a form approved by the State Board of Education.

10. Buildings and grounds.—Housing for the junior college shall be provided in a building or buildings separate from the high school, with provision for rooms for laboratories, junior college library and study room, auditorium, gymnasium, and a suite of administrative offices. A junior college with a forward-looking policy should have a campus of twenty acres or more to allow for necessary buildings, artistic landscaping, athletic fields, and future growth.

11. Success of students.—No junior

college shall be accredited after the fourth year of its existence 40 per cent of whose graduates have not maintained, for the previous three years, at higher institutions of learning, a scholarship average equivalent to the average maintained by native students in the respective institutions.

Each junior college shall collect all necessary data on success of its own graduates, and shall submit such data to the State Board of Education or its representative on forms approved by the State Board of Education.

WALTER C. EELLS
Professor of Education

OBSERVES FOUNDERS' DAY

Anderson College observed her twenty-third anniversary on February 14. Anderson College annually celebrates Founders' Day on February 14—on Saint Valentine's Day. An occasion commonly dedicated to the patron of romance thus becomes for the college also an occasion for honoring those whose devotion gave it birth. The college charter was approved by the General Assembly of South Carolina on February 14, 1911. That makes Founders' Day of this year the twenty-third anniversary of the founding of the institution.

Perhaps the most momentous event in the history of the college was the change to a junior college which took place in 1929. Since 1929 the college has transferred sixty students to twenty-five different senior colleges or universities. Through vocational terminal courses students have been prepared to enter a variety of useful occupations in such fields as the arts, business, education, health professions, home economics, library work, religious work, and social work.

Since the change to a junior college, there has been a steady increase in enrollment. This year the freshman class numbers 102 members.

KATHRYN COPELAND
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- 2645.** WEITZEL, HENRY L., "The Curriculum Classification of Junior College Students," Los Angeles, California (1933), 526 pages, 83 tables, bibliography of 190 titles.
 Unpublished thesis at University of Southern California for the degree of Doctor of Philosophy. A study to discover and evaluate current methods of classification in junior college curricula with particular reference to the instructional organization. Some of the 25 recommendations resulting from the study are: psychological examinations should play a large part in classification, coupled with high-school records; survey courses need to be developed; terminal and preparatory students should not be segregated; a greater development of terminal courses is needed; adequate testing and guidance programs should be provided; the emphasis should be more on general and less on specialized education.
- 2646.** WHITING, MILDRED R., "Status of Art Education in One Hundred Public Junior Colleges," Lincoln, Nebraska (1933), 205 pages, 19 tables, 5 figures, bibliography of 48 titles.
 Unpublished Master's thesis at University of Nebraska. Finds that 79 of 100 colleges offer work in art. Investigates attitude of public junior colleges toward acceptance of art, standardization of content, centralization of work, preparation of instructors, relation between amount of work offered and size of city, and junior college work in art in the field of adult education.